



Miami-Dade County Public Schools

# SILVER BLUFF ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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## School Board Approval

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

## SIP Authority

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

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

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The Department's SIP template meets:

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

## Purpose and Outline of the SIP

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

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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Our mission is to focus on academic and personal excellence through research-based instructional programs, expanding current teaching methodologies, increasing parental involvement, organizing available community resources, and planning to meet the needs of the whole child in the 21st Century.

### Provide the school's vision statement

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We believe in providing a stimulating and joyful learning environment focusing on high academic expectations and the emotional wellbeing of students, to produce lifelong learners.

## 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

Dr. Jessiann Sanchez-Ibanez

sanchezj@dadeschools.net

##### Position Title

Principal

##### Job Duties and Responsibilities

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Dr. Ibanez serves as the instructional and operational leader of Silver Bluff Elementary, ensuring the effective implementation of the school's mission and vision by all stakeholders. She is responsible for overseeing all aspects of school operations, including the Multi-Tiered System of Supports (MTSS) and the comprehensive execution of the School Improvement Plan (SIP).

Dr. Ibanez provides ongoing support to teachers, instructional coaches, and the assistant principal,

while also reviewing and refining school policies and procedures to promote a positive and productive learning environment. She regularly evaluates instructional practices to ensure high-quality teaching and learning.

In collaboration with the curriculum and leadership teams, Dr. Ibanez conducts weekly reviews of student performance data and facilitates data-driven conversations to inform instructional planning and targeted interventions.

## **Leadership Team Member #2**

### **Employee's Name**

Ms. Christina Garcia

garciachristina@dadeschools.net

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Ms. Christina Garcia serves as the Assistant Principal of Silver Bluff Elementary, supporting the principal in the implementation of the school's academic vision. She is responsible for overseeing curriculum and testing initiatives, ensuring alignment with the School Improvement Plan (SIP).

Ms. Garcia works closely with academic teachers to ensure that SIP strategies are effectively implemented and that students are engaged in a rigorous, safe, and supportive learning environment. She regularly monitors student achievement through the use of data trackers and facilitates data chats with teachers and stakeholders to drive instructional decisions and improve student outcomes.

## **Leadership Team Member #3**

### **Employee's Name**

Ms. Sylvia Hernandez

SLeal@dadeschools.net

### **Position Title**

Reading Coach

### **Job Duties and Responsibilities**

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Ms. Hernandez serves as the instructional leader for Reading and Language Arts at Silver Bluff Elementary. She supports the implementation of evidence-based practices by providing ongoing professional development, modeling instructional strategies, and offering push-in support to teachers to strengthen the schoolwide reading program.

Her responsibilities include facilitating collaborative planning sessions, observing classroom instruction, and delivering constructive feedback to enhance teaching effectiveness. Ms. Hernandez

works closely with both administration and instructional staff to ensure the successful implementation of the Reading and Writing curriculum, as well as the school's Intervention programs. Additionally, she supports all stakeholders in analyzing reading and intervention data, helping to identify learning trends and inform instructional adjustments that promote student achievement.

## **Leadership Team Member #4**

### **Employee's Name**

Ms. Miriam Sardanas

339179@dadeschools.net

### **Position Title**

Math Coach

### **Job Duties and Responsibilities**

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Ms. Sardanas serves as the instructional leader for Mathematics at Silver Bluff Elementary. She provides ongoing support to teachers by sharing evidence-based best practices, delivering professional development, and offering targeted push-in support to enhance mathematics instruction across grade levels.

Her responsibilities include facilitating collaborative planning sessions—ensuring the inclusion of strategies for English Language Learners (ELLs)—modeling effective math lessons, and observing classroom instruction to provide constructive feedback and recommendations.

Ms. Sardanas works in close partnership with both administration and instructional staff to ensure the consistent and effective implementation of the Mathematics curriculum. She also plays a key role in supporting stakeholders by monitoring student performance data, identifying learning trends, and helping guide data-informed instructional decisions.

## **Leadership Team Member #5**

### **Employee's Name**

Ms. Sonia Eiding

eidinger@dadeschools.net

### **Position Title**

ESE Chairperson

### **Job Duties and Responsibilities**

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Ms. Eiding serves as the ESE Chair. She supports students with disabilities (SWD) and their teachers in ensuring that all accommodations are met. She meets with students and parents to ensure each child's success in the program. She also spearheads our on-campus tutorial efforts for our ELL subgroup, data driven instructional initiatives, and participates in our data chats sessions.

## Leadership Team Member #6

### Employee's Name

Ms. Yenni Espinosa

313800@dadeschools.net

### Position Title

ESOL Liaison

### Job Duties and Responsibilities

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Ms. Espinosa is the coordinator of the ESOL Compliance Program. She is responsible for coordinating the use of all ESOL forms at the school including referral, testing, ELL student plans, and FTE. She maintains and organizes ESOL LEP folders and coordinates the reevaluation process of ESOL students. She also provides instructional support to the classroom teachers of ESOL students and acts as a resource to the principal, staff, and parents regarding ESOL procedures.

## 2. Stakeholder Involvement

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

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

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At Silver Bluff Elementary, we ensure a collaborative and inclusive process for developing our School Improvement Plan (SIP) by actively involving a diverse group of stakeholders. These include school administrators, instructional coaches, leadership team members, teachers, parents, student representatives through EESAC, and community partners. The process begins with the identification and engagement of these key stakeholders. Throughout the year, specifically at the Opening of Schools Meeting and the Annual Title I Meeting, schoolwide data is presented, analyzed, and discussed. Together, we examine contributing factors, trends, and areas in need of improvement to identify priorities for the upcoming school year. Stakeholders are encouraged to contribute their insights, ideas, and suggestions for enhancing student achievement and strengthening school culture. Their input is gathered through meetings, discussions, and feedback opportunities, and is directly incorporated into the planning and development of SIP strategies and goals. By consistently involving stakeholders in the decision-making process and using student achievement data to evaluate the impact of our efforts, we promote shared ownership, strengthen school-community relationships, and develop a comprehensive plan that reflects the collective goals and needs of our

entire school community.

### 3. SIP Monitoring

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

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At Silver Bluff Elementary, the ongoing monitoring of the School Improvement Plan (SIP) is a critical component in ensuring effective implementation and measurable impact, particularly for students with the greatest achievement gaps. The SIP is regularly reviewed through a multi-faceted approach that includes collecting and analyzing a variety of data sources, engaging stakeholders, and adjusting strategies based on evidence and feedback. Student achievement data is collected following each progress monitoring and state assessment window to evaluate mastery of the Florida State Standards. In addition to academic data, we monitor attendance trends, behavior indicators, and qualitative observations from instructional walkthroughs conducted by administrators and the instructional coaches. During collaborative planning sessions, data is disaggregated by student subgroups including those with the most significant academic needs, to guide instructional adjustments and ensure equitable access to rigorous learning opportunities. Quarterly data chats involving administrators, instructional coaches, teachers, and other stakeholders allow for reflection on student progress, identification of barriers, and refinement of targeted interventions. Stakeholder input is gathered through EESAC meetings, parent conferences, staff collaboration, and student feedback. This input is essential to inform adjustments to the SIP. With every new data piece, the leadership team works collaboratively to revise the plan, ensuring that all strategies remain aligned with school goals and responsive to student needs. The continuous improvement cycle will be driven by data, collaboration, and stakeholder engagement. We will continue to remain committed to closing achievement gaps and supporting all students in meeting and exceeding state academic standards.



## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>90.3%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B</b> <b>2023-24: B</b> <b>2022-23: C</b> <b>2021-22: C</b> <b>2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	52	53	44	72	58	43				322
Absent 10% or more school days	0	2	4	7	4	5				22
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	0	6	1	1				8
Course failure in Math	0	0	2	2	1	0				5
Level 1 on statewide ELA assessment	0	0	0	17	12	19				48
Level 1 on statewide Math assessment	0	0	0	9	8	10				27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	7	13	27	18	28				93
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	9	3	8	4	0				24

#### 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										0

#### 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	0	0	0	9	0	0				9
Students retained two or more times	0	0	1	0	0	0				1

**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		3	5	8	4	5				25
One or more suspensions										0
Course failure in English Language Arts (ELA)			1	4	1	1				7
Course failure in Math			1	3	1					5
Level 1 on statewide ELA assessment				12	8	21				41
Level 1 on statewide Math assessment				7	4	8				19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			7	39						46
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				7	4					11

**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			1	13	5	8				27

**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				12						12
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*	52	65	59	50	63	57	44	60	53
Grade 3 ELA Achievement	51	65	59	58	63	58	51	60	53
ELA Learning Gains	68	65	60	56	64	60			
ELA Lowest 25th Percentile	64	62	56	60	62	57			
Math Achievement*	59	72	64	56	69	62	44	66	59
Math Learning Gains	61	66	63	63	65	62			
Math Lowest 25th Percentile	64	59	51	63	58	52			
Science Achievement	31	63	58	31	61	57	36	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	68	66	63	56	64	61	42	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	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	518
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
58%	55%	47%	44%	47%		55%

\* 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	56%	No		
English Language Learners	59%	No		
Hispanic Students	59%	No		
Economically Disadvantaged Students	57%	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	52%	51%	68%	64%	59%	61%	64%	31%					68%
Students With Disabilities	57%		63%		61%	53%							47%
English Language Learners	54%	51%	75%	68%	60%	63%	63%	29%					68%
Hispanic Students	52%	52%	70%	67%	61%	64%	68%	32%					67%
Economically Disadvantaged Students	55%	52%	73%	60%	54%	57%	58%	41%					66%

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	50%	58%	56%	60%	56%	63%	63%	31%					56%
Students With Disabilities	29%	46%	44%		39%	56%		18%					44%
English Language Learners	45%	56%	53%	58%	58%	66%	59%	29%					56%
Hispanic Students	50%	60%	55%	60%	57%	63%	63%	30%					56%
Economically Disadvantaged Students	47%	55%	56%	64%	52%	66%	69%	32%					52%

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	44%	51%			44%			36%					42%
Students With Disabilities	19%				17%			13%					54%
English Language Learners	37%	38%			43%			31%					59%
Hispanic Students	42%	49%			43%			36%					59%
Economically Disadvantaged Students	43%	48%			39%			31%					57%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	45%	60%	-15%	57%	-12%
ELA	4	53%	59%	-6%	56%	-3%
ELA	5	27%	60%	-33%	56%	-29%
Math	3	58%	69%	-11%	63%	-5%
Math	4	68%	68%	0%	62%	6%
Math	5	29%	62%	-33%	57%	-28%
Science	5	24%	56%	-32%	55%	-31%

### 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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Based on STAR K-2, FAST PM3 Gr. 3-5, and i-Ready assessment data, students continually demonstrated growth in ELA and in Mathematics. Based on the results from the i-Ready Diagnostic AP2, results demonstrated that 37% of students in grades K-5 are reading on grade level as compared to 24% in AP1. In Math, results demonstrated that 41% of students in grades K-5 are performing on grade level as compared to 17% in AP1. The FAST PM3 results demonstrated that students in grades K-5 resulted in 47% proficiency in ELA and 61% proficiency in Math in comparison to 14% proficiency in ELA and 8% proficiency in Math for PM1. This year, the new actions we have implemented to ensure an increase in proficiency include Standards-Based Collaborative Planning and the use of Differentiated Instruction. The focus on rigorous whole-group instruction through collaborative planning has aided our leadership team and reading coach in monitoring progress and supporting teachers to ensure implementation. Additionally, the use of differentiated instruction, particularly with the Students with Disabilities (SWD) subgroup, has helped our math and reading coaches, along with the ESE chairperson, in addressing the specific needs of students through collaborative planning, instructional walkthroughs, and data chats.

##### **Lowest Performance**

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

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The data component that demonstrated the lowest performance is School Grade Category ELA FAST PM3 specifically in fifth grade with 27% proficiency. We expected that because in fourth grade this group of students scored 39% proficiency. This suggests that pre-existing learning gaps or a weak foundation in key ELA standards from earlier grades may have compounded as the curriculum became more complex. Similarly, the stagnant 31% proficiency in science, unchanged from the previous year, further reflects this group's ongoing struggles with reading on grade level, which likely impacted their ability to access and comprehend content across subjects. Although, according to our FAST PM3 results, our data demonstrated a trend with an increase in proficiency in ELA and Math in all grade levels as compared to PM1.

##### **Greatest Decline**

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

---

In comparison to last year's state assessment data, Grade 3 ELA had the greatest decline with proficiency of 51%, a 7% decrease from 2024. This decline may be attributed to foundational literacy gaps that became more evident as students transitioned from primary to more rigorous independent reading expectations, highlighting the need for strengthened early literacy instruction and targeted intervention. Additionally, with 18% of students identified as English Language Learners, language acquisition challenges likely impacted overall comprehension and performance on the assessment.

### **Greatest Gap**

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

---

When comparing the FAST proficiency scores to state averages, the data component with the greatest gap is fifth grade with 27% proficiency in ELA in comparison to the state's average of 56%, a difference of 29%. One contributing factor is the relatively small cohort size of 40 students, where each individual score heavily impacts overall performance. This underscores the critical need for data-driven instructional planning and consistent implementation of differentiated instruction to address varied student needs and close achievement gaps with precision.

### **EWS Areas of Concern**

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

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Reflecting on the Early Warning System (EWS) data, our team identified the number of students with a substantial reading deficiency, which is 93, as a significant area of concern. In response, we will implement targeted, data-informed interventions, closely monitor student progress through regular assessments, and ensure that differentiated instruction is delivered with fidelity to accelerate reading growth and reduce the number of students identified as substantially deficient.

### **Highest Priorities**

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

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After reviewing the 2024–2025 data and closely analyzing the performance of students within the accountability groups, the leadership team concluded that our highest priorities for school improvement this year include rigorous, data-driven lesson planning and instruction; increased teacher ownership of student performance data; timely and specific corrective feedback on student work; ongoing, targeted professional development aligned to walkthrough trends; and consistent implementation of differentiated instruction with fidelity. This year, with a notable proficiency gap in fifth grade ELA and a significant percentage of English Language Learners in the primary grades, our focus on intentional planning and instructional delivery is essential to ensure academic growth for all students. By prioritizing rigorous instruction for students performing on and above grade level, we aim

to maintain and increase proficiency rates, while simultaneously intensifying supports for our L25% subgroup to accelerate learning gains. Additionally, we will continue to elevate the role of science instruction by ensuring lessons are standards-based, engaging, and supported by formative data. Through these priorities, we strive to build a stronger academic foundation across content areas and close performance gaps schoolwide.

## 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

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

According to the 2025 FAST PM3 data, 36% of students in kindergarten scored below level 3, 65% of students in grade 1 scored below level 3, 55% of students in grade 2 scored below level 3, 52% of students in grade 3 scored below level 3, 46% of students in grade 4 scored below level 3, and 72% of students in grade 5 scored below level 3 this identifies us as a RAISE (Reading Achievement Initiative for Scholastic Excellence) school for the 2025-2026 school year. These results represent minimal gains from the previous year and reflect persistent gaps in foundational reading skills and comprehension across multiple grade levels. Additionally, cohort performance trends indicate that a significant portion of students are not making sufficient progress year over year. For example, students who were below level 3 in first and second grade continue to remain below the benchmark in the intermediate grades. This ongoing trend highlights the need for a schoolwide, evidence-based approach to improve reading comprehension and support students at all performance levels. Based on the data and the identified contributing factors, we will implement the targeted element, Before, During, and After (BDA) Reading Strategies. This evidence-based intervention has been identified as a targeted instructional focus to improve student engagement with complex texts and overall reading achievement.

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

Before, During, and After (BDA) Reading Strategies refer to structured instructional practices designed to enhance students' comprehension and engagement with complex texts at all grade levels. This evidence-based strategy organizes reading instruction into three deliberate phases: before reading, to activate prior knowledge and set a purpose; during reading, to support active thinking and comprehension; and after reading, to solidify understanding through discussion, synthesis, and application of knowledge. The primary purpose of BDA strategies is to help students interact meaningfully with texts, build vocabulary and background knowledge, and develop critical thinking skills. These strategies provide clear instructional routines that promote metacognition and



allow students to better navigate grade-level reading tasks. When implemented consistently across content areas, BDA strategies improve lesson clarity, foster deeper comprehension, and support struggling readers by breaking down texts into manageable and purposeful learning experiences. Additionally, they provide teachers with a common framework for lesson delivery, feedback, and student engagement in reading.

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

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Before, During, and After (BDA) Reading Strategies refer to structured instructional practices designed to enhance students' comprehension and engagement with complex texts at all grade levels. This evidence-based strategy organizes reading instruction into three deliberate phases: before reading, to activate prior knowledge and set a purpose; during reading, to support active thinking and comprehension; and after reading, to solidify understanding through discussion, synthesis, and application of knowledge. The primary purpose of BDA strategies is to help students interact meaningfully with texts, build vocabulary and background knowledge, and develop critical thinking skills. These strategies provide clear instructional routines that promote metacognition and allow students to better navigate grade-level reading tasks. When implemented consistently across content areas, BDA strategies improve lesson clarity, foster deeper comprehension, and support struggling readers by breaking down texts into manageable and purposeful learning experiences. Additionally, they provide teachers with a common framework for lesson delivery, feedback, and student engagement in reading.

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

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With the implementation of the evidence-based Before, During, and After (BDA) Reading Strategies, an additional 10% of kindergarten through second grade students will score at or above grade level in ELA on the FAST PM3. The number of students reading on or above grade level in kindergarten will increase from 64% to 74%, in grade 1 will increase from 35% to 45%, and in grade 2 will increase from 45% to 55% by May 2026.

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

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With the implementation of the evidence-based Before, During, and After (BDA) Reading Strategies as part of rigorous whole group instruction, an additional 12% of third through fifth grade students will score at or above grade level in ELA on the FAST PM3. The number of proficient students in grade 3 will increase from 48% to 60%, in grade 4 will increase from 54% to 66%, and in grade 5 will increase from 28% to 40% by May 2026.

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**Monitoring**

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

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During grade level planning meetings, teachers will receive targeted professional development on

Before, During, and After (BDA) Reading Strategies, including modeled lessons and planning templates. As a result, student work in their RWC will be completed with fidelity.

School leaders will conduct regular classroom walkthroughs using a specific look-for tool aligned to BDA strategies. Feedback will be shared with teachers to reinforce effective practices and guide adjustments.

The reading coach will participate in bi-weekly data chats with teachers and admin to review student performance on ELA assessments, identify patterns, and make instructional adjustments. The use of BDA strategies will be connected to student outcomes, helping determine the effectiveness of the intervention in driving proficiency.

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

Christina Garcia, Assistant 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:**

Before, During, and After (BDA) Reading Strategies are an evidence-based instructional approach designed to improve reading comprehension by guiding students through a structured process of engaging with text. These strategies support students in activating prior knowledge before reading, monitoring understanding and making connections during reading, and reflecting, analyzing, or responding after reading. This structured approach helps students develop deeper comprehension skills and build confidence in navigating grade-level texts.

#### **Rationale:**

The 2025 FAST PM3 data reflects minimal year-over-year gains in proficiency, with a significant percentage of students in grades 1, 2, 3, and 5 scoring below Level 3. These trends highlight the need for a consistent, schoolwide instructional framework that targets comprehension before, during, and after reading. Implementing BDA strategies will promote deeper understanding, increase student engagement, and support stronger performance on grade-level standards and assessments.

#### **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**

BDA Strategy Training During Pre-Planning

**Person Monitoring:**

Sylvia Hernandez, Reading Coach

**By When/Frequency:**

September 26/Weekly

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

During grade level planning meetings, teachers will receive targeted professional development on Before, During, and After (BDA) Reading Strategies, including modeled lessons and planning templates. As a result, student work in their RWC will be completed with fidelity.

**Action Step #2**

Classroom Walkthroughs Focused on BDA Implementation

**Person Monitoring:**

Jessiann Ibanez, Principal

**By When/Frequency:**

September 26/Weekly

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

School leaders will conduct regular classroom walkthroughs using a specific look-for tool aligned to BDA strategies. Feedback will be shared with teachers to reinforce effective practices and guide adjustments.

**Action Step #3**

Monthly Data Chats to Analyze ELA Progress

**Person Monitoring:**

Christina Garcia, Assistant Principal

**By When/Frequency:**

September 26/Bi-Weekly

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

The reading coach will participate in bi-weekly data chats with teachers and admin to review student performance on ELA assessments, identify patterns, and make instructional adjustments. The use of BDA strategies will be connected to student outcomes, helping determine the effectiveness of the intervention in driving proficiency.

**Area of Focus #2**

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

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

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

According to the 2025 State Science Assessment data, only 31% of fifth-grade students scored proficient, which remains unchanged from the prior year. This outcome continues to fall significantly below both the State average of 56% and the District average of 60%, indicating a persistent area of need. One of the key contributing factors identified is the lack of integrated reading strategies during science instruction. With only 27% of fifth grade students demonstrating proficiency in ELA, it is evident that students are struggling to comprehend complex, content-specific texts. Given that the Science assessment is administered in a single, extended test session, students must also develop

greater reading endurance and test-taking stamina. Based on the data and the identified contributing factors, we will implement the targeted element, Data-Driven Instruction with a focus on targeted reading strategies. Data-driven instruction ensures targeted support and improved learning outcomes while strengthening literacy within science instruction, through the use of targeted reading strategies, will better equip students to analyze, interpret, and apply scientific concepts, ultimately improving overall achievement.

### **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.

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With the implementation of data-driven instruction and targeted reading strategies within science instruction, 45% of fifth-grade students will score at grade level or above on the Grade 5 Science Assessment by May 2026, an increase of 14% from 2024.

### **Monitoring**

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

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Teachers will participate in weekly collaborative planning sessions to align instruction with State standards and utilize District resources effectively. This collaboration will promote consistent, targeted teaching practices, leading to improved student performance on quarterly Science Standards Assessments.

Incorporate the J&J Bootcamp program into science instruction to support foundational reading and vocabulary development within scientific contexts. Teachers will monitor student progress through pre- and post-assessments aligned with the Bootcamp content and adjust instruction based on data. Regular check-ins will ensure fidelity of implementation and measure impact on reading comprehension and science proficiency.

Collaborate with ELA teachers to embed reading comprehension and vocabulary strategies within science instruction. Monitor student work samples and comprehension checks to measure increased understanding of science texts.

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

Christina Garcia, Assistant Principal

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

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

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

The school is implementing data-driven instruction as the primary evidence-based intervention to

improve fifth-grade science proficiency. This approach involves regularly collecting and analyzing student data from formative assessments, classroom activities, and district benchmark tests to inform and adjust instructional practices. Teachers will use this data to identify student strengths and areas of need, tailor lessons to meet diverse learning needs, and provide timely interventions or enrichment. Instructional planning will emphasize alignment to science standards and incorporate hands-on labs and interactive activities to deepen conceptual understanding. The effectiveness of data-driven instruction will be monitored through quarterly data chats with administration who will review lesson plans, assessment results, and classroom walkthrough observations.

**Rationale:**

Data-driven instruction is a proven, evidence-based practice that enhances student learning by using timely and specific data to inform teaching decisions. By systematically monitoring student progress and adjusting instruction accordingly, teachers can better meet the varied needs of learners, particularly in content areas like science where comprehension of complex concepts is essential. This targeted approach addresses the root causes of low proficiency and supports sustained academic growth.

**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**

Collaborative Planning

**Person Monitoring:**

Christina Garcia, Assistant Principal

**By When/Frequency:**

September 26/Weekly

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

Teachers will participate in weekly collaborative planning sessions to align instruction with State standards and utilize District resources effectively. This collaboration will promote consistent, targeted teaching practices, leading to improved student performance on quarterly Science Standards Assessments.

**Action Step #2**

Implement J&J Bootcamp Science Program

**Person Monitoring:**

Christina Garcia, Assistant Principal

**By When/Frequency:**

September 26/Weekly

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

Incorporate the J&J Bootcamp program into science instruction to support foundational reading and vocabulary development within scientific contexts. Teachers will monitor student progress through pre- and post-assessments aligned with the Bootcamp content and adjust instruction based on data. Regular check-ins will ensure fidelity of implementation and measure impact on reading comprehension and science proficiency.

**Action Step #3**

Integrate Cross-Curricular Reading Strategies into Science

**Person Monitoring:**

Christina Garcia, Assistant Principal

**By When/Frequency:**

September 26/Weekly

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

Collaborate with ELA teachers to embed reading comprehension and vocabulary strategies within science instruction. Monitor student work samples and comprehension checks to measure increased understanding of science texts.

### **Area of Focus #3**

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

### **Instructional Practice specifically relating to Differentiation**

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

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

According to the 2025 FAST PM3 data, Grade 3 students scored 45% proficient in ELA compared to the District's 60%, Grade 4 students scored 53% compared to the District's 59%, and Grade 5 students scored 27% compared to the District's 60%. The most significant gap is seen in Grade 5, where proficiency is 33 percentage points below the District average. These gaps across multiple grade levels reflect a need to address varying student readiness and performance levels through intentional instructional strategies. Based on the data and the identified contributing factors, we will implement the targeted element, Differentiation. Differentiation tailors instruction to meet students' individual needs for maximum growth.

#### **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.

With the implementation of the Targeted Element of Differentiation and a focus on responsive, data-driven instruction, student proficiency in Grade 3 will increase from 45% to 51% proficiency, Grade 4 from 53% to 58%, and Grade 5 from 27% to 40%, as evidenced by the FAST PM3 ELA assessment results in May 2026.

#### **Monitoring**

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

The PLST Team will schedule quarterly PD sessions during Faculty Meetings focused on DI strategies such as tiered assignments, scaffolding, and using data for small group instruction.



Classroom walkthroughs will be used to track implementation of best practices.

General Education and ESE Support Facilitation teachers will engage in data conversations with the Leadership Team regarding data from FAST PM1, i-Ready AP1, Wonders Progress Monitoring Assessments, and Topic Assessments. As a result, we will create instructional groups based on students' needs to differentiate instruction.

Instructional Coaches will assist classroom teachers in planning for the rotation groups' differentiated skills with the District-aligned resources, such as i-Ready Teacher Toolbox, McGraw-Hill B.E.S.T. Literature Library, enrichment lesson worksheets, and IXL provided in the pacing guides and problem-solving strategies. As a result, DI groups and a rotations chart will be evident in the classrooms.

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

Jessiann Sanchez, 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:**

Differentiated Instruction (DI) is a teaching approach that involves tailoring instruction to meet the diverse needs of students by adjusting the content, process, product, or learning environment. Teachers will use student assessment data to create flexible groups and deliver instruction that is aligned to each student's readiness level, learning profile, and interests. Strategies may include small-group instruction, targeted interventions, choice boards, scaffolded tasks, and leveled texts. This ensures that all students, including those performing below grade level, are provided equitable access to the standards. Administration will monitor the fidelity of DI through lesson plan reviews, walkthroughs, and analysis of student performance data. Instructional coaches will support teachers in using data to make informed instructional decisions and provide appropriate scaffolds within whole-group and small-group instruction.

#### **Rationale:**

Differentiated Instruction was identified as a crucial instructional focus due to persistent proficiency gaps across grade levels, particularly in Grade 5, where only 27% of students scored at or above grade level on the 2025 FAST PM3 ELA assessment, 33 percentage points below the district average. These outcomes suggest that a one-size-fits-all approach is not meeting the needs of our diverse learners. By implementing DI, teachers can personalize instruction based on student data, ensuring all students receive appropriate supports and challenges. This approach aims to accelerate learning for those below grade level while maintaining growth for on- and above-grade-level students.

#### **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**

Targeted Professional Development on DI Strategies

#### **Person Monitoring:**

Jessiann Sanchez, Principal

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

September 26/Quarterly

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

The PLST Team will schedule quarterly PD sessions during Faculty Meetings focused on DI strategies such as tiered assignments, scaffolding, and using data for small group instruction. Classroom walkthroughs will be used to track implementation of best practices.

### **Action Step #2**

Data Disaggregation for Instructional Grouping

#### **Person Monitoring:**

Christina Garcia, Assistant Principal

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

September 26/Once

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

General Education and ESE Support Facilitation teachers will engage in data conversations with the Leadership Team regarding data from FAST PM1, i-Ready AP1, Wonders Progress Monitoring Assessments, and Topic Assessments. As a result, we will create instructional groups based on students' needs to differentiate instruction.

### **Action Step #3**

Collaborative Planning

#### **Person Monitoring:**

Jessiann Ibanez, Principal

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

September 26/Bi-weekly

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

Instructional Coaches will assist classroom teachers in planning for the rotation groups' differentiated skills with the District-aligned resources, such as i-Ready Teacher Toolbox, McGraw-Hill B.E.S.T. Literature Library, enrichment lesson worksheets, and IXL provided in the pacing guides and problem-solving strategies. As a result, DI groups and a rotations chart will be evident in the classrooms.

## **IV. Positive Learning Environment**

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

Multiple Early Warning Signs

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

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

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Based on the 2025 Student Climate Survey and EWS data from Power BI, data shows that only 34% of students had 0–5 absences, slightly above the district's 28%, while 22 students have attendance



below 90%. Additionally, 93 students have a substantial reading deficiency, many of whom also show patterns of chronic absenteeism. Inconsistent attendance directly impacts academic performance, especially in reading. Students who miss instruction are less likely to make learning gains or reach proficiency. This trend is seen across grade levels but is most critical in the early grades. Based on the data and the identified contributing factors, we will implement the targeted element, Early Warning Systems. By focusing on EWS indicators, including attendance, behavior, and academic risk factors, we aim to implement targeted supports and interventions to improve student outcomes.

### **Measurable Outcome**

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

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With the implementation of the Targeted Element Response to Early Warning Systems (EWS), the school will reduce the number of students identified with key EWS indicators, including chronic absenteeism and substantial reading deficiencies. By the end of the 2025–2026 school year, we will decrease the percentage of students with 0–5 absences to 28%, alongside the District, reduce the number of students with attendance below 90% from 22 to 17 and decrease the number of students with a substantial reading deficiency from 93 to 70.

### **Monitoring**

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

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The Attendance Review Committee and Student Services Team will regularly monitor EWS indicators such as attendance, behavior, and academic performance. Students identified through EWS will receive targeted interventions and support. Ongoing data review through Power BI and progress monitoring tools will guide timely adjustments. This process will help reduce risk factors and improve student outcomes, particularly in attendance and reading achievement.

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

Christina Garcia, Assistant Principal

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

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

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

The school will implement a Response to Early Warning Systems (EWS) approach that includes close monitoring of attendance, academic progress, and behavior indicators. Interventions will include targeted small-group instruction for students with reading deficiencies, counseling and family outreach for students with chronic absenteeism or behavioral concerns, and regular communication between teachers, families, and support staff. Incentives will also be used to promote consistent

attendance and positive behavior.

**Rationale:**

This evidence-based approach was selected because research shows that early identification and intervention using multiple data points (attendance, behavior, and academic performance) leads to improved student outcomes. Addressing these indicators collectively helps schools intervene before students fall too far behind academically or disengage from learning.

**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**

Review of Early Warning System (EWS) Indicators and Procedures

**Person Monitoring:**

Jessiann Ibanez, Principal

**By When/Frequency:**

September 26/Once

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

During Opening of Schools, the principal will review EWS indicators (attendance, behavior, and academic performance) with staff, emphasizing the process for identifying and supporting at-risk students. Teachers will use this training to begin tracking EWS indicators from Day 1, with administration reviewing data weekly for early trends and needs.

**Action Step #2**

Targeted Reading Interventions for Students with Substantial Deficiencies

**Person Monitoring:**

Christina Garcia, Assistant Principal

**By When/Frequency:**

September 26/Once

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

Tier 3 students identified through EWS with reading deficiencies will be scheduled to receive push-in interventions during designated Tier 3 Intervention blocks from the reading coach. Progress will be monitored using i-Ready, FAST PM data, and teacher progress monitoring forms to evaluate intervention effectiveness.

**Action Step #3**

Attendance Incentive Program Implementation

**Person Monitoring:**

Aylen Rahimi, Counselor

**By When/Frequency:**

September 26/Monthly

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

Students demonstrating improved or consistent attendance will be recognized monthly through schoolwide incentives. Attendance data will be tracked to measure impact, with attention to students moving off the EWS list due to improved attendance habits.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

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Disseminating our School Improvement Plan (SIP), UniSIG budget, and Schoolwide Program (SWP) to stakeholders, including parents, staff, and community members, is essential to fostering transparency, engagement, and collaboration. The SIP is reviewed regularly during EESAC (Educational Excellence School Advisory Council) and PTA meetings, where stakeholders are encouraged to ask questions, provide feedback, and engage in meaningful discussion. During the Annual Title I Parent Meeting, key components of the SIP and SWP are presented, and families are given the opportunity to ask questions and seek clarification. To maximize accessibility, the SIP is published on the school's website under the "Parents" tab, in multiple languages to the extent practicable. We also leverage our social media platforms to promote the dates and times of EESAC, PTA, and Title I meetings where the plan is reviewed and discussed. The school ensures ongoing access and awareness by highlighting SIP progress updates throughout the year in stakeholder meetings and through parent communications. The school's webpage where the SIP is made publicly available is: <https://silverbluffelementary.net/title-1/>

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

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

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We are committed to building and maintaining positive relationships with parents, families, and community stakeholders to fulfill our school's mission, support the academic and social-emotional needs of our students, and ensure parents remain well-informed of their child's progress. To create a welcoming and inclusive environment, our staff ensures that every parent and family member feels respected, supported, and valued from the moment they enter the school. Positive customer service begins at the security desk, where parents are greeted warmly and offered assistance as needed to promote a sense of belonging within our school community. We maintain multiple communication channels to keep families engaged and informed, including our monthly school calendar, Class Dojo app, social media platforms, and our school's website. Regular parent-teacher conferences provide opportunities for in-depth conversations about student academic and behavioral progress. Parents also have ongoing access to real-time information about grades, assignments, and attendance via the parent portal. Important school updates, events, and student celebrations are shared regularly through School Messenger emails social media platforms, and individual phone calls. Additionally, our school counselor and student services team host parent workshops and Parent Academy sessions covering topics such as supporting homework routines, understanding assessments, and fostering positive behavior at home. We also host our annual STEAM event, where families are invited to celebrate students' achievements in science, technology, engineering, art, and math. These events deepen school-family connections and showcase student success. The school's Parental and Family Engagement Plan (PFEP) is made publicly available on our website at:

<https://silverbluffelementary.net/title-1/>.

### **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)).

We will strengthen the academic program by conducting a thorough and ongoing review of student performance data to ensure alignment with rigorous academic standards. Instructional gaps in standards not yet mastered will be identified and addressed through collaborative planning with all teachers, ensuring that students have a solid academic foundation. To meet the diverse needs of our students, instructional coaches and teachers will engage in weekly collaborative planning sessions to design rigorous, differentiated lesson plans. These plans will be tailored to individual learning styles and academic levels, allowing for personalized instruction. Students performing on or above grade level will receive enrichment through lessons aligned to the district's evidence-based instructional resources, maximizing their potential and promoting academic acceleration. As part of our enriched and accelerated curriculum, differentiated instructional groups will remain flexible and data-driven. Groups will be adjusted regularly based on student performance data from Wonders Assessments in

ELA and Topic Assessments in Math, ensuring instruction remains responsive to students' progress and needs. To increase the amount and quality of learning time, we will explore opportunities to extend learning before and after school. These sessions will be designed to reinforce key concepts and engage students in hands-on, interactive learning experiences. Adjustments to scheduling and resource allocation may be made to support this additional instructional time. This strategy directly supports our Area of Focus identified in Part II of the SIP, which emphasizes improving student outcomes through targeted differentiation and extended learning opportunities.

**How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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

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Our Counselor provides support to students both individually and in group settings. Their primary role is to deliver a comprehensive and developmental guidance program designed to help students build essential skills in educational, social, and personal development areas, preparing them to thrive in a diverse society. Our counselor serves as a student advocate and collaborates closely with teachers, families, and community partners to create opportunities for students to develop the skills needed for successful and fulfilling lives. Our School Psychologist plays a vital role in implementing tiered behavioral supports and assisting staff with the MTSS process to meet students' diverse needs. The Student Services Team, including our Mental Health Coordinator, facilitates monthly counseling sessions for each grade level on a variety of relevant topics. Additionally, they work in partnership with community organizations to strengthen students' social-emotional learning and overall well-being through specialized support services, mentoring, and other strategic initiatives.

#### **Preparing for Postsecondary Opportunities and the Workforce**

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

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Our students engage in a variety of extracurricular programs and clubs, including the school News Crew, STEAM, Robotics, Music, and Art Club. These activities help broaden students' understanding of different fields and potential career paths. Additionally, our annual Magnet Fair provides students with the opportunity to explore and choose middle school electives and educational tracks that align with their interests and future career goals.

#### **Addressing Problem Behavior and Early Intervening Services**

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

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At the start of the school year, student orientations are conducted by Administration and the Student Services Team to review the Code of Student Conduct, outlining expectations for behavior as well as the consequences and rewards associated with them. Our school implements a schoolwide tiered model to prevent and address problem behaviors, led by the Assistant Principal, Counselor, ESE Chairperson, and School Psychologist. This team focuses on proactive early prevention and intervention strategies to support positive student behavior. Additionally, instructional staff receive ongoing training from the Student Services team to enhance their ability to support early identification and intervention efforts. This comprehensive approach helps reduce behaviors that negatively impact academic progress and supports our overall school goals.

### **Professional Learning and Other Activities**

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

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Our teachers participate in monthly professional development sessions focused on instructional strategies, classroom management, and subject-specific content aligned with the Framework of Effective Instruction. Additionally, weekly collaborative meetings provide targeted training on analyzing and utilizing data from standardized tests, formative assessments, and other academic measures to guide instructional decisions. To support new educators, all novice teachers are paired with experienced mentors who offer personalized guidance and assistance. We also maintain a culture of recognition by celebrating outstanding teaching through weekly morning announcements during faculty meetings, our social media platforms, and at our End-of-the-Year Teacher Awards ceremony.

### **Strategies to Assist Preschool Children**

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

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Families of preschool children receive information about our VPK and Pre-K programs through school messenger calls, emails, and flyers. Additionally, our VPK teachers host a Parent Orientation meeting to provide a comprehensive overview of the program and answer any questions. To support a smooth transition, our school registration team visits local daycare centers to share information about our elementary school and assist families in preparing their children for the upcoming school year.



## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

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

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No Answer Entered

### Specifics to Address the Need

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

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No Answer Entered



VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00