

Miami-Dade County Public Schools

GATEWAY ENVIRONMENTAL K-8 LEARNING CENTER



2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of our school is to provide a structured environment where students achieve their personal and academic goals while learning to protect and respect their community.

Provide the school's vision statement

The vision of our school is to develop a safe, nurturing, educational setting that provides rigor and relevance to lifetime learning.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Tiffany Anderson

Position Title

Principal

Job Duties and Responsibilities

The school principal serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment. Achieving academic excellence requires that the school principal work collaboratively with all stakeholders and communicates effectively to ensure academic and social emotional needs are being met.

Leadership Team Member #2

Employee's Name

Courtney Collier

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal supports the principal in providing the instructional and organizational leadership at Gateway Environmental K-8 Learning Center. The assistant principal serves as the school's advocate and works with all stakeholders to maintain the common vision of the school. This vision includes the school's academic and social-emotional success that engages students and their community. The assistant principal also works with others to develop and execute a school improvement plan and allocates resources to continually improve students' achievement. They are also committed to building a talented instructional team and work with the principal to ensure a safe, engaging learning environment for all stakeholders

Leadership Team Member #3**Employee's Name**

Michele Defreitas

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal supports the principal in providing the instructional and organizational leadership at Gateway Environmental K-8 Learning Center. The assistant principal serves as the school's advocate and works with all stakeholders to maintain the common vision of the school. This vision includes the school's academic and social-emotional success that engages students and their community. The assistant principal also works with others to develop and execute a school improvement plan and allocates resources to continually improve students' achievement. They are also committed to building a talented instructional team and work with the principal to ensure a safe, engaging learning environment for all stakeholders.

Leadership Team Member #4**Employee's Name**

Tralana Stinson

Position Title

Instructional Coach

Job Duties and Responsibilities

Instructional coaches develop, lead, and evaluate school core content standards/programs existing literature specifically based curriculum/behavior assessment and intervention. Coaches explore systematic patterns of student needs while working with District personnel to identify appropriate intervention strategies. Additionally, they assist with school-wide screening programs intervening

services for children "at risk", assist with design and implementation for programs, data analysis and delivery of professional development. Ms. Stinson will support ELA teachers in kindergarten through fourth grade with a strong focus on the Intensive Accelerated classes. TIER 3 Interventions will also be provided by Ms. Stinson to support the Reading Horizon Intervention Program.

Leadership Team Member #5

Employee's Name

Lianet Garcia

Position Title

Instructional Coach

Job Duties and Responsibilities

Instructional coaches develop, lead, and evaluate school core content standards/programs existing literature specifically based curriculum/behavior assessment and intervention. Coaches explore systematic patterns of student needs while working with District personnel to identify appropriate intervention strategies. Additionally, they assist with school-wide screening programs intervening services for children "at risk", assist with design and implementation for programs, data analysis and delivery of professional development. Ms. Garcia will support ELA teachers in 5th through 8th grade with a strong focus on the Intensive Accelerated classes. Ms. Garcia will focus on Intensive Reading classes as well as ESOL. TIER 3 Interventions will also be provided by Ms. Garcia to support the Reading Horizon Intervention Program.

Leadership Team Member #6

Employee's Name

Nikesha Harris

Position Title

Instructional coach

Job Duties and Responsibilities

Instructional coaches develop, lead, and evaluate school core content standards/programs existing literature specifically based curriculum/behavior assessment and intervention. Coaches explore systematic patterns of student needs while working with District personnel to identify appropriate intervention strategies. Additionally, they assist with school-wide screening programs intervening services for children "at risk", assist with design and implementation for programs, data analysis and delivery of professional development. Ms. Harris will collaborate specifically with kindergarten through eighth grade to plan and support in the area of mathematics. A strong focus will be on teachers in the Algebra and Geometry classes in middle school. In addition, Ms. Harris will support our science teachers in 5th grade and 8th grade during planning to assist with pacing and analyzing data on Topic

Assessments.

Leadership Team Member #7

Employee's Name

Myriam Machado

Position Title

ELL Compliance Specialist

Job Duties and Responsibilities

The ELL Compliance Specialist assists in the coordination of eligibility and placement of potential English Language Learners (ELLs) at the school level, and ensure an efficient system for all ELL students. The ESOL Compliance Specialist provides support to teachers for improving instruction for all ELL students.

Leadership Team Member #8

Employee's Name

Tiffany Bell

Position Title

Center for Special Instruction (CSI) Instructor

Job Duties and Responsibilities

The Center for Special Instruction (CSI) Instructor serves as a teacher leader that supports the school environment in assuring all students follow the School's Student Code of Conduct. The purpose of this instructor is to meet the student academic and social-emotional needs in order to maximize instruction in all school settings.

Leadership Team Member #9

Employee's Name

Mayra Vasallo

Position Title

Instructional Media

Job Duties and Responsibilities

The Media Specialist instructs students and staff in the effective use of the media center, information and technology literacy skills, and use of equipment. In addition, they develop policies and procedures to ensure efficient operation, services, and faculty use for the 21st century school library media.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

In developing the SIP, the school's leadership team analyzed our 2024 FAST data at Synergy to design our 2024-2025 action plans. The SIP's areas of focus and action steps are shared and reviewed during our faculty meetings with staff members periodically. In addition, during EESAC meetings, parents, community leaders, staff members and students are invited to have input into the SIP process. All stakeholders are invited, as we review the areas of focus and action steps. Questions, comments, concerns and suggestions are taken and discussed at that time. The SIP document is always shared with all stakeholders and notified when changes or updates are made.

SIP Monitoring

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

The school's leadership team meets weekly to review data and discuss progress and concerns. A Data Blueprint is created with the SIP implementation steps aligned. This document will be updated periodically to reflect the goals of the SIP. The instructional coaches will also meet every week with the administrative team to track our data successes and redirect instructional practices as needed. Based on our ongoing progress monitoring data, adjustments will be made to our SIP action steps. Every monthly EESAC meeting will have SIP updates attached to the agenda to share progress monitoring data and school wide progress with all stakeholders.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	96.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL)* WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	15	17	33	26	23	24	13	22	173
One or more suspensions	0	0	2	2	1	3	12	13	16	49
Course failure in English Language Arts (ELA)		5	12	24	24	18	24	3	6	116
Course failure in Math		5	7	10	12	18	23	19	7	101
Level 1 on statewide ELA assessment				16	38	44	63	41	43	245
Level 1 on statewide Math assessment				6	31	58	52	36	43	226
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	31	35	65						133
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	17	11	18	14					62

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	19	24	48	48	61	78	60	71	410

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	7	3	16	1	0	2	9	8	47
Students retained two or more times	0	0	0	4	5	2	8	8	7	34

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	6	30	37	46	34	32	27	39	48	299
One or more suspensions			1	4	8	9	7	14	22	65
Course failure in ELA		8	16	28	19	16	16	9	3	115
Course failure in Math		8	11	24	25	14	23	61	19	185
Level 1 on statewide ELA assessment				52	39	42	42	69	67	311
Level 1 on statewide Math assessment				37	41	43	51	46	48	266
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	10	26	46	95						559

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

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

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	6	8	11	66	43	45	48	66	60	353	

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	11	8		52	12	1		3	3	90
Students retained two or more times				6	7	3	4	7	9	36

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	39	65	58	34	61	53	37	62	55
ELA Grade 3 Achievement **	33	63	59	29	58	56			
ELA Learning Gains	57	64	59				53		
ELA Learning Gains Lowest 25%	62	58	54				51		
Math Achievement *	42	68	59	39	63	55	35	51	42
Math Learning Gains	51	66	61				58		
Math Learning Gains Lowest 25%	59	63	56				61		
Science Achievement *	38	60	54	30	56	52	30	60	54
Social Studies Achievement *	67	79	72	62	77	68	56	68	59
Graduation Rate		78	71		76	74		53	50
Middle School Acceleration	70	77	71	69	75	70	72	61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress	54	64	59	33	62	55	24	75	70

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	572
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
52%	45%	48%	35%		49%	53%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners	41%	No		
Black/African American Students	47%	No		
Hispanic Students	55%	No		
Multiracial Students	30%	Yes	1	1
White Students	56%	No		
Economically Disadvantaged Students	50%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners	33%	Yes	2	
Black/African American Students	44%	No		
Hispanic Students	47%	No		
White Students	43%	No		
Economically Disadvantaged Students	42%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	3	1
English Language Learners	38%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students				
Asian Students				
Black/African American Students	49%	No		
Hispanic Students	48%	No		
Multiracial Students				
Pacific Islander Students				
White Students	50%	No		
Economically Disadvantaged Students	47%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	39%	33%	57%	62%	42%	51%	59%	38%	67%	70%			54%
Students With Disabilities	25%	15%	56%	62%	26%	49%	59%	26%	50%				38%
English Language Learners	35%	30%	50%	43%	34%	43%	47%	34%	37%				54%
Black/African American Students	29%	19%	53%	69%	34%	48%	55%	30%	64%	67%			
Hispanic Students	47%	42%	61%	52%	49%	53%	62%	46%	69%	73%			55%
Multiracial Students	30%				30%								
White Students	46%		61%		54%	61%							
Economically Disadvantaged Students	35%	28%	55%	61%	39%	53%	61%	33%	62%	67%			55%

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	34%	29%			39%			30%	62%	69%			33%
Students With Disabilities	25%	29%			31%			19%	50%	64%			69%
English Language Learners	22%	35%			28%			16%	46%				52%
Black/African American Students	29%	25%			34%			27%	54%	71%			69%
Hispanic Students	38%	32%			43%			31%	68%	67%			49%
White Students	35%				55%			40%					
Economically Disadvantaged Students	33%	30%			37%			26%	56%	63%			47%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	37%		53%	51%	35%	58%	61%	30%	56%	72%			24%
Students With Disabilities	23%		43%	35%	24%	42%	43%	20%	41%				7%
English Language Learners	25%		48%	50%	24%	50%	62%	14%	43%				24%
Native American Students													
Asian Students													
Black/African American Students	32%		50%	53%	32%	55%	64%	28%	54%	71%			
Hispanic Students	39%		54%	49%	36%	59%	59%	31%	57%	73%			24%
Multiracial Students													
Pacific Islander Students													
White Students	38%		56%		39%	65%							
Economically Disadvantaged Students	36%		53%	50%	34%	58%	61%	30%	57%	73%			21%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	32%	56%	-24%	55%	-23%
Ela	4	28%	55%	-27%	53%	-25%
Ela	5	31%	56%	-25%	55%	-24%
Ela	6	35%	57%	-22%	54%	-19%
Ela	7	33%	55%	-22%	50%	-17%
Ela	8	45%	54%	-9%	51%	-6%
Math	3	36%	65%	-29%	60%	-24%
Math	4	32%	62%	-30%	58%	-26%
Math	5	32%	59%	-27%	56%	-24%
Math	6	41%	60%	-19%	56%	-15%
Math	7	31%	49%	-18%	47%	-16%
Math	8	40%	58%	-18%	54%	-14%
Science	5	23%	53%	-30%	53%	-30%
Science	8	35%	42%	-7%	45%	-10%
Civics		60%	70%	-10%	67%	-7%
Biology		100%	70%	30%	67%	33%
Algebra		69%	55%	14%	50%	19%
Geometry		80%	56%	24%	52%	28%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

III. Planning for Improvement

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

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

Most Improvement

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

Our overall science score increased 9 percentage points from 30% proficient in 2023 to 39% on the 2024 FAST Science assessment. A large part of this improvement is due to the change of science teacher in 8th grade. The increase in science was due to the gains in our 8th grade science scores. We earned 100% in Biology and scored 90% proficient in Physical Science.

Lowest Performance

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

When compared to last year, we showed gains in all subject areas from the 2023 to 2024 FAST Assessment. The areas we did not meet our goals were in our mathematics overall learning gains and our middle school acceleration. This was due to our turn over of teachers in 8th grade and also having a new teacher in algebra and geometry. These teachers were in need of weekly support and Impact Cycles. Most of the support needed was in the instructional delivery and content knowledge.

Greatest Decline

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

The greatest decline was evident in our 4th and 5th grade math proficiency data. Our 4th grade data showed an 11% decline while our 5th grade had a 13% decrease. One factor that contributed was the additional focus placed on our middle school algebra and geometry. With a new teacher instructing the acceleration classes, a large part of our instructional support and focus was placed on middle school. We began our push-in support later than usual, which provided less time for crunch time support before the assessment. In addition, we transitioned through two new 8th grade mathematics teachers and our math coach was spending most of her time providing Impact Cycles with Upper Academy teachers.

Greatest Gap

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

Our 4th grade math proficiency had a 26 percentage point gap when compared to the state average. One contributing factor to this gap is the third grade students that were promoted in late October to 4th grade. This caused us to generate a new 4th grade class placing an ESE teacher as their full time self contained teacher. This teacher was in need of support in mathematics for both whole group and DI instruction.

EWS Areas of Concern

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

Student overall attendance is a concern because we decreased from a total of 299 in the 2023-2024 school year to 173 for the current year. The second area of concern is that 50% of our students are still showing a deficiency in reading on the 2024 FAST Reading.

Highest Priorities

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

1. Middle School Acceleration
2. Fourth and fifth grade mathematics
3. Third through fifth grade reading
4. Fifth grade science
5. School wide Writing

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.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

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

Based on the FAST data, acceleration for the 2023-2024 school year is currently at 70% with Algebra 1 Proficiency at 69% and Geometry proficiency at 80%. This area is critical due to our trending data of acceleration showing minimal growth. The identified contributing factors included teachers being new to the content area and delayed intervention which led to a lower amount of students not meeting proficiency. We will implement the targeted element of acceleration.

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 instructional support/coaching intervention, acceleration will increase from 70% to 75% proficiency. Students taking the Algebra I EOC assessment will improve the current score of 70% to 75% proficiency while those taking the Geometry EOC will increase from 85% to 90% proficiency on the 2025 Spring EOC. To monitor the pace of Tier 1 instruction Administration will perform weekly walkthroughs. Staying on pace will assist in the increased proficiency scores on topic assessment data.

Monitoring

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

The Administrative team will conduct weekly walkthroughs to determine that the Algebra 1 and Geometry teacher is implementing benchmark-based instruction, using district approved math instructional framework. The math coach will ensure that differentiated instruction is evident in the core Algebra 1 and Geometry class, as well as the double-dose courses.

Person responsible for monitoring outcome

Michele Defreitas - Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale:

The evidence-based strategy of instructional support/coaching was chosen as it addresses specific teacher needs and encourages professional development to build teacher capacity. Impact Cycles will focus on the identified goal and increase student achievement and classroom engagement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Instructional Support/Coaching

Person Monitoring:

Michele Defreitas - Assistant Principal

By When/Frequency:

September 27/Weekly

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

August 12- September 27 1. The teacher will attend collaborative planning sessions and will receive support in benchmark-aligned frameworks and curriculum content. As a result, the teacher will become familiar with the content to be taught and receive resources for classroom instruction. Weekly administrative walkthroughs will be conducted to ensure frameworks and benchmark-aligned instruction is in place. August 26- Sept. 27 2. The instructional math coach will conduct an initial impact cycle to address areas of improvement and provide actionable feedback. The teacher(s) will receive targeted support in necessary areas. Administration will conduct walkthroughs after impact cycles to evaluate the effectiveness of the implementation. August 12-Sept. 27 3. During collaborative planning, the instructional math coach will review topic assessment data to evaluate weakest standards of performance and make instructional shifts as needed. As a result, the teachers will provide targeted instruction that addresses specific student needs.

Area of Focus #2

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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

According to the 2023-2024 FAST assessment, 3rd-5th grade ELA proficiency data, students demonstrated 33% proficiency. Contributing factors may include the limited instructional staffing in the 3rd and 5th grades causing student learning gaps. Therefore, we will implement the standards-based collaborative planning targeted element.

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

According to the 2023-2024 STAR Early Literacy assessment, K-2 students demonstrated 32% proficiency in ELA. Some contributing factors include the lose of a kindergarten teacher, and the opening of additional class sections in grades first and second due to class size. This school year we will focus on standard-based collaborative planning.

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

According to the 2023-2024 FAST ELA literacy assessment, 3-5 students demonstrated 39% proficiency in ELA. Contributing factors included two teachers on leave in third grade, a teacher new to 4th grade ELA curriculum, and two ELA fifth grade open positions. We will focus on collaborative planning to improve the effectiveness and the quality of instruction that will improve student outcomes.

Grades K-2: Measurable Outcome(s)

We will continue to explore standard-based strategies during planning. Our expectations towards these steps should increase our 2025 Spring FAST assessment (PM3) scores by 5 percentage points. This increase will move K-2 from 32% to 37%.

Grades 3-5: Measurable Outcome(s)

With the use of standards-based collaborative planning, 3rd-5th grade ELA proficiency will increase by 5 percentage points, from the current 33% to 38% on the 2025 Spring FAST assessment (PM3).

Monitoring

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

The administrative team will conduct weekly walkthroughs to ensure that 3rd-5th grade teachers are implementing standards-based instruction and content alignment. The reading coach will also lead and engage in weekly collaborative planning meetings to ensure teachers develop lesson plans, understand lesson expectations, receive resources, and DI support. The FAST assessments will be administered three times a year to assess the effectiveness of standards-based collaborative

planning.

Person responsible for monitoring outcome

Michele Defreitas - Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale:

This evidence-based intervention was selected as it can promote collaborative efforts between teachers and encourage shared decisions to improve student outcomes. By developing and sharing resources that are benchmark-aligned, teachers will have access to resources that address specific skills and increase overall student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Standards-based Collaborative Planning

Person Monitoring:

Michele Defreitas - Assistant Principal

By When/Frequency:

September 27/Weekly

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

August 12- September 27 1. Third-fifth grade teachers will engage in weekly collaborative planning sessions that focus on developing standard-aligned lessons that allow the students to practice the skills necessary for standard mastery. Administration will conduct weekly walkthroughs to ensure standard-based instruction is being delivered with fidelity. August 12- September 27 2. The instructional reading coach will provide continuous support and actionable feedback through weekly collaborative planning sessions that emphasize standards-based lesson planning and instruction. Administration will conduct weekly walkthroughs to ensure teachers are following the instructional framework and lessons developed during their collaborative planning. August 12- September 27 3. The instructional coach and teachers will analyze assessment data to develop targeted instruction

based on the weakest performance benchmarks. The teachers will remediate these benchmarks through data-driven DI grouping. The administrative team and instructional coaches will meet weekly during collaborative planning to review assessment reports and adjust placements when necessary.

Area of Focus #3

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

ESSA Subgroups specifically relating to Multiracial Students (MUL)

Area of Focus Description and Rationale

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

Under the Multiracial subcategory, the school scored 30% on the Federal Point Index, which is below the 41% federal point index average. Contributing factors may include the lack of strategic targeting of multicultural students affecting learning by causing a delay in differentiated instruction delivery. Therefore, we will implement the targeted element of flexible/strategic grouping.

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 flexible/strategic grouping, the multiracial subgroup will meet the 41% federal point index showing an increase in 11 percentage points from 30% to 41%.

Monitoring

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

The administrative team and the reading coach will conduct weekly walkthroughs to ensure that the progress of students in these subgroups are continuously monitored and grouped according to need. The instructional reading coach will be monitoring that the students are receiving targeted instruction that addresses their specific learning needs. This will impact student achievement outcomes by providing differentiated instruction that focuses on lowest performance benchmarks and encourage students to meet learning objectives.

Person responsible for monitoring outcome

Michele Defreitas - Assistant Principal

Evidence-based Intervention:

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

Section 8101(21)(B)).

Description of Intervention #1:

Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues.

Rationale:

Flexible/strategic grouping was selected as the evidence-based intervention because grouping decisions can inform the learning needs of a student group and provide individualized instruction. In these groups, students are provided with opportunities to engage in critical thinking and encourage students accountability.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Flexible/Strategic Grouping

Person Monitoring:

Michele Defreitas - Assistant Principal

By When/Frequency:

September 27/Weekly

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

August 12- September 27 1. The instructional coaches and teachers will analyze data from assessment tools (i.e.; I-Ready, FAST) for the students in the multiracial subgroup. The coaches and administration will meet to assess this data and identify the specific needs of each student in this subgroup. August 12- September 27 2. The instructional coaches and teachers will group the students strategically to provide targeted intervention and instruction based on student needs determined by their assessment(s) performance. The administration will conduct walkthroughs to ensure that the students are accurately grouped after new data is received to ensure their weakest skills and benchmarks are being addressed. August 12 - September 27 3. The instructional coaches and teachers will engage in collaborative planning to develop instructional resources that meet the needs of the students in this subgroup and modify instruction as needed. The administrative team will conduct weekly walkthroughs to ensure students are receiving standard-based instruction.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

According to the 2023-2024 student attendance data, our school had a 90% attendance rate. Due to this 10% of our students not being present to receive instruction academic performance declined. We will implement the strategy of celebrating successes to improve attendance to 93% by promoting a positive school culture.

Measurable Outcome

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

With the implementation of celebrating student successes, student attendance will increase by 3 percentage points during the 2024-2025 school year.

Monitoring

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

The student counselors and leadership team will meet weekly to collaborate and develop school-wide incentive activities to improve student attendance.

Person responsible for monitoring outcome

Tiffany Anderson- Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Celebrate Successes is when student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.

Rationale:

This evidence-based intervention was selected because it emphasizes the connection between effort and achievement. Recognizing students for their accomplishments will help promote a positive school climate and increase student attendance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Celebrate Successes

Person Monitoring:

Tiffany Anderson-Principal

By When/Frequency:

September 27/Weekly

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

August 12- September 27 1. The counselors and administrators will meet to develop an action plan consisting of identifying students to provide rewards/incentive activities to celebrate student successes. The plan will be presented to the EESAC committee for review on September 10, 2024.

August 12- September 27 2. The instructional coaches will evaluate student assessments to identify students for rewards/incentives. The administration will continue to monitor reports in Power BI and assessment data (ie; i-Ready, Topic assessments, FAST PM1/PM2, etc.). August 12-September 27

3. The action plan will consist of counselors and administrators evaluating student attendance reports to assess increases in student daily attendance. The administration will make necessary adjustments to the plan according to weekly attendance reports. August- September 27 4. The counselors will visit classrooms to share the incentive plans and administration will share incentive activities/successes during our monthly faculty meetings.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The SIP information will be shared with all stakeholders at every monthly EESAC meeting. At these meetings the SIP goals and action steps are discussed along with current progress monitoring data and school-wide goals. The school SIP goals are also shared at our Parent Workshops and our TITLE 1 parent meetings. In addition, the SIP information is posted on the school's website for parents to review.

<https://gatewayk8.net/>

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

The school will continue to provide parent workshops, orientations and special events such as STEAM night, Literacy Night, and seasonal student dances to encourage parental support. The school plans to offer field trips, activities such as chess, flag football, step club, and seasonal performances from our band and dance clubs. The activities are posted on social media and messages are sent home via our school messenger. In addition, progress monitoring reports are sent home to parents after each FAST assessment is completed. I-Ready Diagnostic reports are also sent home to inform parents of their progress in both reading and math.

<https://gatewayk8.net/>

Plans to Strengthen the Academic Program

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

The school will use the research-based Reading Horizon/Elevate Program with all TIER 2 and TIER 3 students to support reading skills in kindergarten through 5th grade. Collaborative planning with the instructional coaches across all grade levels and subjects will ensure best practices and strengthen TIER I instruction. Currently we have a third and sixth grade accelerated mathematics class as well as Algebra, Geometry, and Biology in an attempt to offer enrichment opportunities for our students.

How Plan is Developed

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

Our school also offers a district funded afterschool music program which provides afterschool mentorship and music education to improve academic and social abilities. This program is free to all students in grades 1st-8th.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

The school engages in a Proactive Approach to Discipline (PAD) framework which provides opportunities for restorative circles where students receive effective strategies for conflict resolution, stress management, and peer mediation. Gateway Environmental has a PAD coordinator that also acts as a CSI teacher and provides both teachers and students with trainings that implement the PAD practices school-wide.

Preparing for Postsecondary Opportunities and the Workforce

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

Many of our electives in middle school offer opportunities for broadening educational career options such as; Fashion Design, E-sports, Animal Advocacy, Forensic Science, and Digital Design. In addition, we offer high school credit courses such as Algebra, Geometry, Biology and Physical Science.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

The MTSS behavioral plan is used to follow a tiered model of discipline. Teachers follow the suggested behavior strategies for TIER 1 and then move through the tiers until the desired behaviors are achieved. If moving through the tiers are still not successful, the Response to Intervention (RTI) framework can be initiated in an attempt to determine if services are needed for the student. Student counseling will be provided along the way.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Teachers participate in professional development activities at the District and school site level. Teachers are also identified to attend specific workshops and training based on needs assessment surveys and grade levels and subject areas. Our instructional coaches also provide job-embedded trainings to enhance instructional delivery and in turn student achievement. Teachers are also encouraged to have mentors and participate in the MDCPS Mint Mentor program for new teachers.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii(V))

We provide a transition to Kindergarten orientation for parents and students to familiarize them with the expectations of our kindergarten program. We offer tours of the school and provide an Open House to welcome new parents and students. They will have an opportunity for a meet and greet to help ease the transition for both parents and students.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Due to our proficiency rates, we have been identified as an ETO TIER 3 support school providing us with additional funding to hire interventionists. These support personnel will be used to provide ELA TIER 2 intervention in our 3rd-5th grade classes. Additional push-in support will be provided by our newly hired interventionists to further support our proficiency rates in ELA. Collaborative planning with ETO curriculum support specialists and data tracking of our OPMs will be consistently monitored to determine the best use of our resources. Weekly leadership team meetings will be conducted in collaboration with the ETO team to ensure alignment to the SIP goals and analyze data to determine instructional needs.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Currently, our 5th grade Science journals are on back order causing a delay and limitation of resources for the teachers. To address this issue we have made copies of the the first two topics and will share on the promethean board until the shipment arrives. Additionally, we are short one reading and one math second grade teacher. Administration is in the process of using Success Factors to identify eligible candidates to interview for a full-time position for each. Our instructional coaches are providing lesson plans and support to the substitutes in both positions. Administration is ensuring that our most experienced substitutes are placed in both classrooms and are consistently being used until teachers are hired.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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