

Miami-Dade County Public Schools

**GERTRUDE K. EDELMAN/SABAL
PALM**



2024-25 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

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

It is our belief that a child-centered program creates an atmosphere in which children can develop academically, physically, socially, morally and emotionally to their fullest potential, in order to become contributing members of a technological and global society. Our primary needs continue to be academic and purpose-centered in nature.

Provide the school's vision statement

Gertrude K. Edelman Sabal Palm Elementary school's vision is to empower students to become 21st century global learners and citizens. As a school of learners, we will: provide a safe environment conducive to learning, promote cultural respect as well as diversity and engagement in meaningful activities.

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

Emirce Guerra

Position Title

Principal

Job Duties and Responsibilities

The school principal is responsible for the overall academic success of all students, fiscal management of the school site, and the safety of all stakeholders. The principal shares the school's common vision with stakeholders, develops the school's improvement plan (SIP), and aligns the SIP with the legal, financial and organizational structure of the school system. Furthermore, the principal ensures a positive school climate and morale and encourages healthy relationships among all stakeholders.

Leadership Team Member #2

Employee's Name

Elaine Breedlove

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal supports the principal by engaging the faculty in data analysis with a particular emphasis on academics ensuring acceleration, remediation, and interventions are in place to address student learning. Together with the principal, the assistant principal collaborates and problem solves with the school leadership team to set goals for student learning. Additionally, the assistant principal helps to foster and create a positive learning environment for all stakeholders.

Leadership Team Member #3

Employee's Name

Princess Stanley

Position Title

Math Coach

Job Duties and Responsibilities

The Math Coach, Ms. Stanley, coordinates and monitors teacher planning to support the development of rigorous standard based lessons. She utilizes the coaching model (planning, modeling, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success. Additionally, she provides on-site embedded professional learning opportunities aligned to the needs of students based on student assessment data and assists the administration in the interpretation of said data to prioritize support. Ms. Stanley also assists classroom teachers in the interpretation of student assessment data and supports them in planning appropriate lessons to meet the academic needs of students. Furthermore, she coordinates and monitors intervention services to identified students.

Leadership Team Member #4

Employee's Name

Rashaad Rolle

Position Title

SAC Chair

Job Duties and Responsibilities

As the Educational Excellence School Advisory Council (EESAC) Chairperson, Mr. Rolle, works with the school principal to prepare the meeting agenda and is responsible for making sure that each meeting is planned appropriately and conducted by the constitution and bylaws of the EESAC. In performing the duties outlined above, Mr. Rolle actively contributes to fair and open discussions of matters aligned to the school's vision as outlined by the principal and leadership team so that decisions are made collaboratively with all stakeholders.

Leadership Team Member #5

Employee's Name

Juliette Andre

Position Title

Counselor

Job Duties and Responsibilities

The school counselor, Ms. Andre, will oversee attendance and school-wide initiatives. This will include tracking student attendance, participation in the attendance review committee, and working with students, parents, and teachers. An emphasis will be placed on school culture (attendance) while collaborating with school staff to develop incentive programs that encourage regular attendance and recognize students for their efforts. Support and services will be provided to families in need in order to improve school culture and student attendance.

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.

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. Teachers elect teachers; Parents elect parents; Students elect students; Educational support employees elect educational support employee; The Principal appoints business/community representative -- to ensure council diversity. The Principal and UTD designated steward are automatic members. Meetings are held monthly to discuss the School Improvement Plan process and to solicit input for the implementation of goals

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 Improvement Plan (SIP) provides the school with the opportunity to identify the academic, culture and priority goals along with strategies for improvement. The school's leadership team in conjunction with stakeholders refine the SIP quarterly to define the academic and priority goals to increase student achievement. This plan is a living document and is revised according to formative assessment data, stakeholder input and other data collection tools such as surveys.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	97.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
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) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: C* 2021-22: A 2020-21: 2019-20: A

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	3	8	5	2	4				22
One or more suspensions	0	0	0	0	0	1				1
Course failure in English Language Arts (ELA)	0	0	2	14	4	6				26
Course failure in Math	0	0	4	4	2	14				24
Level 1 on statewide ELA assessment	0	0	0	11	11	25				47
Level 1 on statewide Math assessment	0	0	0	5	10	24				39
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	0	17	36						53
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	11	8	20				41

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	11	0	0				11
Students retained two or more times	0	0	0	0	0	0				0

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	14	7	4	3	6	6				40
One or more suspensions										0
Course failure in ELA			7	13	8	3				31
Course failure in Math		2	6	13	10	4				35
Level 1 on statewide ELA assessment				25	16	26				67
Level 1 on statewide Math assessment				27	20	36				83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	14	10	26	33						135

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	1	2	6	24	15	26				74

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	1		4	14	2					21
Students retained two or more times				1	2	2				5

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 *	59	63	57	47	60	53	53	62	56
ELA Grade 3 Achievement **	61	63	58	49	60	53			
ELA Learning Gains	60	64	60				71		
ELA Learning Gains Lowest 25%	66	62	57				70		
Math Achievement *	58	69	62	38	66	59	48	58	50
Math Learning Gains	71	65	62				81		
Math Learning Gains Lowest 25%	65	58	52				77		
Science Achievement *	64	61	57	24	58	54	42	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	65	64	61	34	63	59	55		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	569
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
63%	42%	62%	33%		64%	67%

* 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	56%	No		
Black/African American Students	60%	No		
Hispanic Students	67%	No		
Economically Disadvantaged Students	60%	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	22%	Yes	1	1
English Language Learners	34%	Yes	1	

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%
Black/African American Students	38%	Yes	1	
Hispanic Students	47%	No		
Economically Disadvantaged Students	40%	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%
Students With Disabilities	47%	No		
English Language Learners	63%	No		
Native American Students				
Asian Students				
Black/African American Students	60%	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%
Hispanic Students	60%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	61%	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	59%	61%	60%	66%	58%	71%	65%	64%					65%
Students With Disabilities	25%		53%		29%	53%	46%						
English Language Learners	40%	27%	66%	64%	44%	72%	67%	55%					65%
Black/African American Students	54%	58%	53%	62%	55%	70%	60%	65%					67%
Hispanic Students	70%	58%	71%		63%	71%		69%					64%
Economically Disadvantaged Students	53%	52%	57%	70%	55%	72%	67%	56%					62%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	47%	49%			38%			24%					34%
Students With Disabilities	27%				23%			17%					
English Language Learners	39%	27%			30%			23%					53%
Black/African American Students	42%	38%			33%			22%					54%
Hispanic Students	53%	69%			42%			21%					48%
Economically Disadvantaged Students	42%	45%			35%			26%					53%

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	53%		71%	70%	48%	81%	77%	42%					55%
Students With Disabilities	31%		65%		42%	71%		20%					50%
English Language Learners	53%		76%	81%	46%	84%	73%	38%					55%
Native American Students													
Asian Students													
Black/African American Students	52%		71%	69%	48%	79%	71%	36%					54%
Hispanic Students	50%		71%		41%	79%		64%					56%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	51%		72%	68%	45%	80%	74%	41%					55%

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

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

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	51%	56%	-5%	55%	-4%
Ela	4	45%	55%	-10%	53%	-8%
Ela	5	57%	56%	1%	55%	2%
Math	3	54%	65%	-11%	60%	-6%
Math	4	47%	62%	-15%	58%	-11%
Math	5	55%	59%	-4%	56%	-1%
Science	5	52%	53%	-1%	53%	-1%

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?

Fifth grade science showed the greatest improvement going from 22% proficiency in 2022-2023 to 52% proficiency in 2023-2024. This 30% percentage point increase is due in part to: seasoned 5th grade teacher teaching a self contained group; implementatoion of instructional practices modeled and shared by the district's science department; intentional reteaching of lowest performing benchmarks; and professional learning sessions attended by 5th grade teachers to have a btter grasp of weakest benchmarks.

Lowest Performance

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

Fourth grade ELA was our lowest data component at 45% proficiency on the 2023-2024 FAST ELA. All progress monitoring data indicated throughout the year that this grade level was making the least progress. The factors that contributed to this follow: two of the three ELA teachers in the grade level taught the curriculum for the first time this year; one of the three teachers teaching 4th grade this year had all of the ELL students and this proved to be a challenging group in addressing differentiation; and ELL students did not take advantage of remediation opportunities offered.

Greatest Decline

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

When looking at 4th grade results on the 2023-2024 FAST ELA PM3 as compared to 4th grade results on the 2022-2023 FAST ELA PM3, the decline was our greatest when compared to all subjects and grade levels (1% point). Longitudinal data (2022-2023 3rd grade ELA results compared to 2023-2024 4th grade ELA proficiency results) indicated a change of -1%; from 46% in 2022-2023 to 45% in 2023-2024. The factors that contributed to this follow: two of the three ELA teachers in the grade level taught the curriculum for the first time this year; one of the three teachers teaching 4th grade this year had all of the ELL students and this proved to be a challenging group in addressing differentiation; and ELL students did not take advantage of remediation opportunities offered. A 1% point decline would not seem significant were it not for the significant gains that were made in grades

3rd and 5th.

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.

Fourth grade mathematics (47%) had the greatest gap when compared to the state average (58%) when we compare the 2023-2024 FAST Mathematics PM3 results. The factors that contributed to this follow: one of the three mathematics teachers in the grade level taught the curriculum for the first time this year; one of the three teachers teaching 4th grade mathematics this year had all of the ELL students and this proved to be a challenging group in addressing differentiation; and ELL students did not take advantage of remediation opportunities offered. Despite being 11% points below the state, 47% proficiency in 4th grade mathematics on the 2023-2024 FAST PM3 was 7% points above last year's 4th grade grouping and 7% points above last year's 3rd grade grouping when looking at longitudinal data.

EWS Areas of Concern

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

The number of students in grades K-3 with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. along with the number of students in grades K-4 with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. are our two primary areas of concern.

Highest Priorities

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

1. Fidelity of T1 instruction during whole group in reading and mathematics to build foundational skills necessary for proficiency.
2. Consistency of on-going progress monitoring of DI.
3. Increase teacher comfort and familiarity with data disaggregation to better address student deficiencies during small group instruction.
4. Increasing modeling and mentoring opportunities for teachers teaching a grade level or subject for the first time.
5. Increase remediation opportunities for students before/after school.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

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

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

Area of Focus Description and Rationale

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

According to 2023-2024 FAST PM3 data, 52% of current 4th grade students scored below Level 3 on the statewide ELA Assessment. Based on the data and the identified contributing factors we will implement the following strategies to meet the needs of diverse learners:

- Differentiated Instruction
- Focused vocabulary and phonics instruction
- Reading Interventions
- Enhanced Comprehension Strategies
- Regular Progress Monitoring
- Parent and Family Engagement

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

NA

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

According to the 2023-2024 FAST PM3 Data 52% of current 4th grade students scored below Level 3 on the statewide ELA Assessment. Based on the data results, we will implement the targeted element of Differentiated Instruction to address the needs of diverse learners within the classroom.

Grades K-2: Measurable Outcome(s)

NA

Grades 3-5: Measurable Outcome(s)

If teachers implement Differentiated Instruction in ELA grades 3-5, then 3-5 grade proficiency scores will increase 10 percentage points from PM1 to 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.

Weekly walkthroughs will be conducted to ensure that the standards-aligned Instruction is implemented daily with fidelity in whole group with a focus on differentiated instruction. The Leadership Team will conduct quarterly data chats following iReady and FAST progress monitoring assessments to ensure students are demonstrating progress towards goals. Informal assessments, topic assessments, and observations will be utilized to monitor the focus area.

Person responsible for monitoring outcome

Emirce Guerra

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:

Our school will focus Standards-Based Collaborative Planning. The evidenced based practices from the adopted core curriculum resources (McGraw Hill), as identified in the district's K-12 Comprehensive Evidence-based Reading Plan. Teachers will provide students with different avenues for learning based on the students' need. Teachers will design B.E.S.T. ELA standards lessons focusing on the content, the product, and the process to ensure individual learning styles are addressed. Students will show evidence of mastering academic skills through bi-weekly assessments, PM data, informal teacher made assessments, and iReady. show evidence of mastering academic skills through bi weekly assessments, PM data, informal assessments and iReady.

Rationale:

Standards-Based Collaborative Planning is the practice of developing the understanding of how each student learns best and tailoring instruction to meet students' individual needs. Data trackers will be used to monitor student progress and make instructional adjustments as needed.. According to research, differentiated instruction is effective as it addresses individual student needs.

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

Teacher Capacity

Person Monitoring:

By When/Frequency:

Emirce Guerra

September 27, 2024

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

Teachers will attend Reading ICADS Workshops throughout the school year. The training sessions will: *Provide targeted training on differentiated instruction, effective phonics and vocabulary instruction, and reading comprehension strategies. *Equip teachers with the skills and knowledge needed to implement effective reading interventions and instructional practices.

Action Step #2

Collaborative Planning

Person Monitoring:

Emirce Guerra

By When/Frequency:

September 27, 2024

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

*Time has been allocated in the school's master schedule for teachers to collaborate on lesson plans, share successful strategies, and analyze student data.

Action Step #3

Foster a collaborative environment where teachers can learn from each other and refine their practices based on shared insights.

Person Monitoring:

Emirce Guerra

By When/Frequency:

September 27, 2024

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

By participating in collaborative planning sessions, teachers will be able to: *Enhance their instructional skills *Improve Lesson Planning *Build a support network *Increase student engagement

Area of Focus #2

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

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

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 PM3 data 58% 3rd-5th grade students were proficient in Math compared to the state average of **57%** and the district average of 63%. Based on the data we will focus on differentiated instruction to increase student proficiency .This will include a structured approach to implementing differentiated instruction in math and monitoring its impact:

- analyze FAST PM3 Math data and identify the weakest benchmarks
- tailor instructional strategies - flexible grouping, tiered assignments
- implement differentiated activities

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.

If teachers implement differentiated instruction in mathematics, then 3rd-5th grade proficiency will increase 13 % points from PM1-PM3 in the area listed by June 6, 2025.

Monitoring

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

Monitoring the Impact

1. Analyze Student Performance

- **Compare Data:** Evaluate changes in student proficiency by comparing pre- and post-intervention data. Look for improvements in test scores, classroom assessments, and overall understanding.
- **Track Growth:** Monitor individual student progress over time to assess the effectiveness of differentiated strategies.

2. Gather Feedback

- **Accountable Talk:** Collect feedback from students about their experiences with differentiated instruction and its impact on their learning.
- **Teacher Reflection:** Obtain feedback from teachers on the effectiveness of DI strategies and any challenges faced during implementation.

3. Review Instructional Practices

- **Classroom Observations:** Conduct observations to ensure that differentiated instruction is being implemented effectively and with fidelity.
- **Lesson Reviews:** Review lesson plans and classroom activities to assess alignment with DI principles and objectives.

4. Adjust and Refine

- **Data Review:** Regularly (monthly/quarterly) review data with the Leadership Team to identify patterns, successes, and areas needing improvement.
- **Refine Practices:** Make necessary adjustments to instructional strategies based on data analysis and feedback.

5. Report Progress

- **Share Results:** Communicate progress and outcomes with stakeholders, including students, parents, and school administrators.
- **Celebrate Successes:** Highlight successful strategies and improvements to encourage continued support and engagement.

By implementing differentiated instruction effectively and monitoring its impact, we can address diverse student needs in math and work towards increasing overall proficiency.

Person responsible for monitoring outcome

Elaine Breedlove, Assistant Principal/Princess Stanley, Math Coach

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:

Within the targeted element of differentiated instruction, our school will focus on the evidenced based strategy of differentiated instruction. Teachers will explicit instruction based on the standards/learning targets and ensure that student products and teaching techniques are aligned to the intended standards. Students will show evidence of mastering academic skills they need to achieve grade level goals.

Rationale:

Differentiated instruction is the practice of developing the understanding of how each student learns best and tailoring instruction to meet students' individual needs. Differentiated instruction will address the needs of the diverse learners within the classroom. Data trackers will be used to monitor student progress and make instructional adjustments as needed.

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

Collaborative Planning

Person Monitoring:

Elaine Breedlove

By When/Frequency:

September 27, 2024

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

During collaborative planning, the math coach and teachers will work together to utilize district resources to create standards-aligned lessons in math.

Action Step #2

Data Review

Person Monitoring:

Elaine Breedlove

By When/Frequency:

September 27, 2024

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

Teachers will review student data from the previous year to identify the area of focus for incoming students for their respective grade level. Based on the disaggregation of data, teachers at each grade

level will be able to identify which instructional strategies and best practices are needed to have purposeful lessons based on the Mathematics Framework for Effective Instruction.

Action Step #3

Teacher Capacity

Person Monitoring:

Emirce Guerra

By When/Frequency:

September 27, 2024

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

Participate in professional learning opportunities to stay updated on best practices and resources in mathematics to continually improve teaching skills.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

According to 2023-2024 FAST PM3 data, 61% of 5th grade students were proficient in science as compared to the state average of 57% and district average of 61%. Based on the data we will implement the targeted element of **instructional coaching/professional learning**. We will implement **standards-aligned instruction** in science for students in 5th grade. Therefore, it is crucial that we align instruction and remediation to the deficient standards in order to improve students' academic performance. Planning and instruction that is data driven is essential to student progress and must move toward greater proficiency

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 **standards-aligned instruction**, we will increase the number of students earning a level 3 or above by 10 percentage points on the grade 5 2024-2025 Science State Assessment Test.

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 leadership team will conduct bi-weekly walk-throughs during science and conduct quarterly data chats to discuss topic assessment data to ensure the fidelity of end products. Science journals and end products will be reviewed during common planning. The leadership team will meet to discuss

OPMs for science topic assessments.

Person responsible for monitoring outcome

Elaine Breedlove

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:

The evidence-based intervention is data driven decision making.

Rationale:

By utilizing data driven instruction, we will ensure that teachers are creating lessons that are relevant to student needs and align with data. Ongoing monitoring will be done by teachers to drive instructional plans and ensure effective delivery of standards. Students will be provided remediation and intervention as needed for deficient standards.

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

Teacher Capacity

Person Monitoring:

Elaine Breedlove

By When/Frequency:

September 27, 2024

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

To effectively monitor the impact of actions aimed at building teacher capacity in science, the school will adopt a comprehensive and systematic approach. This involves assessing both the effectiveness of professional development and the improvements in instructional practices and student outcomes. Here's a detailed plan for monitoring the impact: *evaluate Professional Development *observe classroom implementation *look for standards-aligned instruction *monitor student performance and progress

Action Step #2

Professional Learning

Person Monitoring:

Elaine Breedlove

By When/Frequency:

September 27, 2024

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

Pre- and Post-Training Surveys: * Measure teachers' knowledge, skills, and confidence before and after professional development sessions. *Include questions on understanding new science concepts, teaching strategies, and use of instructional resources.

Action Step #3

After each ICAD's Training teachers will discuss the purpose and content of the training in collaborative planning with their colleagues.

Person Monitoring:

Elaine Breedlove

By When/Frequency:

September 27, 2024

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

Feedback Forms: *Gather teachers' feedback on the quality and relevance of the training. *Assess the usefulness of the content, applicability to classroom practices, and areas for improvement.

Area of Focus #4

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

specifically relating to

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.

No Answer Entered

Measurable Outcome

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

No Answer Entered

Monitoring

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.

No Answer Entered

Person responsible for monitoring outcome

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:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring:

By When/Frequency:

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

IV. Positive Culture and Environment

Area of Focus #1

Teacher 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 school year's attendance data, 59% of our staff were absent 10 or more days. Based on the data and the identified contributing factors of personal leave and illness, we will implement the Roadrunner's Employee Incentive Program.

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 Roadrunner's Employee Incentive Program our staff absences with 10 or more days will decrease by 23% percentage points. by June 5, 2025.

Monitoring

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

Teacher attendance will be monitored daily via by the principal or the designee to make sure on-line sign in is done daily and substitute requests are entered in the Kelly system.

Person responsible for monitoring outcome

Emirce Guerra

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:

The evidence-based strategy being implemented for this area of focus is Rewards and Incentives in order to apply interventions/support such as reminders, warnings, memorandum of concern, attendance directive, and referrals to the Employee Assistance Program for additional support for staff members identified with absences exceeding district allotted days without proper documentation.

Rationale:

As a result of 59% of our staff being absent from school during the 2023-2024 school year 10+ days, our overall attendance percentage is 23% points below the District. . Based on the fact that teacher absences negatively impact student learning, this is a critical area of focus for the 2024-2025 school year.

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

The Roadrunner's Employee Incentive Program

Person Monitoring:

Emirce Guerra

By When/Frequency:

09/27/24

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

School-wide quarterly incentives for staff members with perfect attendance will be implemented to promote increased staff attendance. Bi-weekly payrolls will be utilized to monitor reporting of staff absences.

Action Step #2

Roadrunner's Stellar Presence Award

Person Monitoring:

Emirce Guerra

By When/Frequency:

9/27/24

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

Staff members with perfect attendance will be recognized monthly at faculty meetings. The impact of improved teacher attendance will be correlated with their student's attendance and performance on progress monitoring measures.

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.

Distributing the School Improvement Plan (SIP) to stakeholders typically involves several key steps to ensure effective communication and engagement. Here's a structured approach:

1. **Presentation to Leadership Team:** Initially, present the SIP to the school's leadership team. This ensures that administrators and key decision-makers are on board and can provide feedback or suggest revisions if necessary.
2. **Review with Faculty and Staff:** Hold meetings or workshops with teachers, support staff, and other school personnel. Provide them with copies of the SIP and explain its goals, strategies, and expected outcomes. Encourage discussion and address any questions or concerns they may have.
3. **Parent and Community Engagement:** Communicate the SIP to parents and the wider community through various channels:
 - **Parent Meetings:** Schedule meetings or information sessions where parents can learn about the SIP and ask questions.
 - **Newsletters or Emails:** Include summaries or updates about the SIP in regular school newsletters or emails to keep parents informed.
 - **Website or Portal:** Post the SIP document on the school website or a dedicated portal accessible to parents and community members.
4. **Student Involvement (if applicable):** Depending on the age group and school culture, involve students in understanding parts of the SIP that may directly impact them. This could be through class discussions, assemblies, or student councils.
5. **Feedback Mechanism:** Establish a mechanism for stakeholders to provide feedback on the SIP. This could be through surveys, suggestion boxes, or scheduled feedback sessions. Ensure that stakeholders feel their input is valued and considered.

6. **Regular Updates:** Throughout the implementation period, provide regular updates on progress towards SIP goals. This could be through quarterly reports, meetings, or newsletters to keep stakeholders informed and engaged.
7. **Adaptation and Revision:** Be open to revising the SIP based on feedback, changing circumstances, or new data. Regularly review and adjust strategies as needed to ensure continued relevance and effectiveness.

By following these steps, schools can effectively distribute the SIP to stakeholders, foster engagement, and create a collaborative environment focused on achieving improvement goals.

school website: gkesabalpalm.com

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))

Building positive relationships with parents, families, and community stakeholders is crucial for a school to fulfill its mission, support students' needs, and keep parents informed of their child's progress. Here's how a school might approach this:

1. **Open Communication Channels:** Establish clear and accessible communication channels such as:
 - **Regular Newsletters:** Provide newsletters that include updates on school activities, upcoming events, and important announcements.
 - **Parent-Teacher Conferences:** Schedule regular conferences where parents can meet with teachers to discuss their child's progress, strengths, and areas for improvement.
 - **Parent Portals:** Utilize online platforms where parents can access their child's grades, assignments, and school announcements.
2. **Family Engagement Events:** Organize events that involve families and community members, such as:
 - **Back-to-School Nights:** Host events at the beginning of the school year to introduce teachers, explain curriculum goals, and discuss expectations.
 - **Open Houses:** Invite families to tour the school, visit classrooms, and learn about academic programs.
 - **Family Workshops:** Offer workshops on topics like parenting strategies, academic support, and college preparation.
3. **Parent and Community Volunteers:** Encourage parents and community members to

volunteer in various capacities:

- **Classroom Volunteers:** Assist teachers with activities or projects.
 - **Parent Committees:** Form committees to address specific school improvement goals or organize events.
 - **Community Partnerships:** Collaborate with local businesses, organizations, and nonprofits to provide resources or support school initiatives.
4. **Parent Education Programs:** Offer workshops or seminars to help parents support their child's academic and emotional development:
 - **Academic Support:** Provide tips for helping with homework, studying for tests, and understanding curriculum.
 - **Social and Emotional Learning:** Offer strategies for promoting positive behavior and resilience in children.
 5. **Feedback Mechanisms:** Seek input from parents and community stakeholders to understand their needs and preferences:
 - **Surveys:** Conduct surveys to gather feedback on school programs, communication methods, and areas for improvement.
 - **Advisory Groups:** Form advisory groups comprising parents and community members to provide ongoing feedback and guidance.
 6. **Celebrating Achievements:** Recognize and celebrate students' accomplishments and milestones through:
 - **Award Ceremonies:** Hold ceremonies to acknowledge academic achievements, extracurricular accomplishments, and good citizenship.
 - **Community Events:** Host events where students showcase their talents, projects, and learning experiences.
 7. **Cultural Sensitivity and Inclusivity:** Respect and celebrate the cultural diversity within the school community by:
 - **Cultural Awareness Events:** Organize events that highlight different cultures, traditions, and holidays.
 - **Language Support:** Provide resources and interpreters for non-English-speaking families to ensure they can actively participate in school activities and communication.

By actively engaging parents, families, and community stakeholders through these strategies, a school can strengthen relationships, enhance support for students, and create a collaborative environment aligned with its mission and goals.

Parent and Family Engagement Plan (PFEP) will be posted on the school's website when it is available: gkesabalpalm.com

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))

Strengthening the academic program, increasing the amount and quality of learning time, and providing an enriched and accelerated curriculum requires a comprehensive and strategic approach. Here's a detailed plan that the school will use, including key areas of focus for science:

1. Strengthening the Academic Program

- **Curriculum Review and Enhancement** - Integrate cross disciplinary projects that integrate science with other subjects such as mathematics, technology, and engineering to show the interconnectedness of different fields and enhance critical thinking.
- **Professional Development** - Provide regular, targeted professional development for science teachers to stay current with the latest teaching strategies, scientific advancements, and technology
- **Data-driven Instruction** - Utilize a variety of assessment methods, including formative assessments, project-based learning, and standardized tests to monitor student progress and identify areas of improvement for mastery of grade level skills.

2. Increasing the amount and quality of learning time

- **After-School and Extended Learning Programs:** Offer after-school tutoring and enrichment activities to provide additional learning opportunities outside of regular school hours.
- **Area of Focus: Engaging Learning Environments**
 - **Active Learning Spaces:** Improve science facilities, upgrade science labs, and classrooms with modern equipment and materials to create an optimal learning environment.
 - **Student-Centered Learning:** Promote hands-on learning to increase opportunities for hands-on experiments and lab activities to reinforce the radical knowledge and engage students in active learning.

3. Providing an Enriched and Accelerated Curriculum

Area of Focus: Advanced Coursework and Programs

- **Gifted and TEAM Programs:** Develop and expand programs for gifted and talented students to provide them with challenging and accelerated coursework. This includes advanced math and science classes, language arts enrichment, and opportunities for research projects.

Area of Focus: Enrichment Opportunities

- **Extracurricular Enrichment:** Provide a wide range of extracurricular activities that enhance academic learning, such as robotics clubs, debate teams, and academic competitions.
- **Cultural and Experiential Learning:** Integrate cultural experiences and field trips into the curriculum to broaden students' learning and provide real-world connections to academic

content.

Implementation and Evaluation

Area of Focus: Continuous Improvement

- **Monitoring and Evaluation:** Establish a system for continuously monitoring the effectiveness of academic programs and instructional practices. Use feedback from students, parents, and teachers to make data-informed adjustments.
- **Stakeholder Involvement:** Engage EESAC Members, including students, parents and community members, in the planning and evaluation process to ensure that the academic program meets the needs of all students.

By focusing on these areas, the school can strengthen its academic program, enhance learning time, and provide a rich and accelerated curriculum that supports student growth and achievement.

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))

Developing a comprehensive school improvement plan that aligns with federal, state, and local services, resources, and programs involves a coordinated approach. This ensures that the plan is comprehensive, leveraging available resources effectively, and meets the diverse needs of students. Here's how such a plan might be developed in coordination with various programs and services:

1. Coordination with Federal Programs

Area of Focus: Integration with ESSA Programs

- **Title I, Part A (Improving Basic Programs):** Align the school improvement plan with Title I requirements by using federal funding to support students from low-income families. This could include targeted interventions, supplemental educational services, and professional development for staff.
- **Title II, Part A (Supporting Effective Instruction):** Incorporate strategies for enhancing teacher quality and effectiveness through professional development and mentoring programs funded under Title II.
- **Title III (Language Instruction for English Learners):** Ensure the plan includes support for English Language Learners (ELLs), such as specialized instructional strategies and additional resources for language development.

Area of Focus: Integration with Violence Prevention and Safety Programs

- **Safe and Supportive Schools:** Integrate violence prevention programs and strategies into the school improvement plan to create a safe learning environment. This might involve partnerships with local law enforcement, mental health professionals, and community organizations.
- **Mental Health Services:** Incorporate mental health support services funded under federal grants to address students' emotional and psychological needs.

2. Coordination with State Programs

Area of Focus: Alignment with State Standards and Initiatives

- **State Education Standards:** Align the school improvement plan with state education standards and accountability measures to ensure compliance and effectiveness.
- **State Grants and Initiatives:** Utilize state-specific grants and initiatives, such as those aimed at improving literacy or STEM education, to support the school's goals and objectives.

Area of Focus: Nutrition and Wellness Programs

- **School Nutrition Programs:** Integrate state-supported nutrition programs to ensure students receive healthy meals that support their learning and overall well-being.
- **Wellness Policies:** Implement state wellness policies that promote healthy lifestyles and physical activity within the school environment.

3. Coordination with Local Services and Programs

Area of Focus: Collaboration with Local Community Resources

- **Local Housing Programs:** Partner with local housing programs to address the needs of students from unstable housing situations. Provide resources and support to ensure these students have stable environments conducive to learning.
- **Head Start Programs:** Collaborate with Head Start programs to ensure a smooth transition for students entering kindergarten, focusing on early childhood education and family engagement.

Area of Focus: Career and Technical Education (CTE) Programs

- **CTE Partnerships:** Work with local CTE programs to offer students pathways to vocational and technical careers. Integrate CTE opportunities into the school improvement plan to provide students with hands-on learning experiences and career readiness skills.

Area of Focus: Adult Education Programs

- **Family Literacy and Education:** Engage with local adult education programs to provide literacy and educational opportunities for parents and guardians. This helps create a supportive home environment for students.

4. Integration with School Improvement Initiatives

Area of Focus: Coordinated School Improvement Activities

- **Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI):** Ensure that the school improvement plan is aligned with activities required under CSI and TSI initiatives. This includes addressing the needs of the lowest-

performing schools and specific student subgroups.

- **Data-Driven Decision Making:** Use data from various programs (ESSA, state assessments, local assessments) to inform the school improvement plan, monitor progress, and make necessary adjustments.

Area of Focus: Stakeholder Engagement

- **Inclusive Planning Process:** Involve a diverse group of stakeholders in the development and review of the school improvement plan. This includes teachers, parents, community members, and representatives from partnering organizations.
- **Regular Communication:** Maintain open communication with all stakeholders to ensure alignment and address any emerging needs or concerns.

By coordinating with federal, state, and local programs, the school improvement plan becomes a dynamic, integrated framework that maximizes resources and support for student success. This comprehensive approach ensures that all aspects of students' needs are addressed effectively.

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))

To support students' holistic development and improve their skills outside of academic subject areas, the school can implement a comprehensive approach that includes counseling, mental health services, specialized support, mentoring, and additional strategies. This approach ensures that students receive well-rounded support that addresses their emotional, social, and behavioral needs, which is essential for their overall success. Here's how the school can effectively ensure these services:

1. Counseling Services

2. School-Based Mental Health Services

3. Specialized Support Services

Special Education Services:

- **Assessments:** Conduct thorough assessments to identify students with special needs.
- **IEPs:** Develop and implement Individualized Education Programs (IEPs) to address specific learning and behavioral needs.

Language and Literacy Support:

- **ESL Programs:** Provide English as a Second Language (ESL) services for non-native speakers.
- **Literacy Interventions:** Offer additional support for students struggling with literacy, including reading specialists and tutoring.

Behavioral Support:

- **Behavior Plans:** Develop individualized behavior intervention plans for students with behavioral challenges.
- **Support Staff:** Employ behavioral specialists to work with students and provide guidance to teachers and families.

4. Mentoring Services

Peer Mentoring:

- **Program:** Establish peer mentoring programs where older students mentor younger students.

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))

Preparing secondary school students for postsecondary opportunities and the workforce involves a multifaceted approach that includes career and technical education (CTE), coursework for postsecondary credit, and other strategies to broaden students' access to higher education and career pathways. Here's a comprehensive description of how the school can support this preparation and awareness:

1. Career and Technical Education (CTE) Programs

CTE Curriculum:

2. Access to Postsecondary Coursework

Dual Enrollment Programs

3. Career Awareness and Planning

Career Counseling:

4. Broadening Access to Opportunities

5. Monitoring and Support

By implementing these strategies, we can effectively prepare students for postsecondary opportunities and the workforce, ensuring they have the skills, knowledge, and experience needed to succeed in their chosen career paths.

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)).

To effectively address problem behavior and provide early intervening services, schools can implement a schoolwide tiered model that integrates with services under the Individuals with Disabilities Education Act (IDEA). This model ensures that all students receive the support they need based on the intensity of their needs, from universal prevention to intensive interventions. Here's a comprehensive approach to implementing this model:

- 1. Schoolwide Tiered Model for Behavior**
- 2. Early Intervening Services Coordinated with IDEA**
- 3. Implementation and Monitoring**

By implementing a schoolwide tiered model and coordinating early intervening services with IDEA, the school can effectively address problem behavior, support students' needs, and ensure that all students have the opportunity to succeed academically and behaviorally.

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)).

To enhance instruction, utilize data effectively, and recruit and retain effective teachers, especially in high-need subjects, a comprehensive approach to professional learning and other activities for teachers, paraprofessionals, and other school personnel is essential. Here's a detailed description of strategies and activities that can be implemented:

- 1. Professional Learning for Teachers, Paraprofessionals, and School Personnel**
- 2. Other Activities to Support Instruction and Personnel - Collaboration and Networking and Teacher and Paraprofessional Support**
- 3. Implementation and Monitoring**

By implementing these comprehensive strategies, schools can enhance instruction, effectively use data, and recruit and retain high-quality teachers. This approach ensures that educators are well-supported, skilled, and prepared to meet the needs of their students, particularly in high-need subject areas.

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))

The school will offer a variety of informational meetings, trainings/workshops throughout the school year to strengthen the academic program in the school and promote family engagement. Additional opportunities will be provided through the Head Start Program and Project Upstart to invite parents and families to participate in workshops, parent-teacher conferences, and other school community activities are infused to include parents as partners in their child's educational development. O

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.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

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