

Miami-Dade County Public Schools

COUNTRY CLUB MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 3

 A. School Mission and Vision 3

 B. School Leadership Team 3

 C. Stakeholder Involvement and Monitoring 6

 D. Demographic Data 8

 E. Early Warning Systems 9

II. Needs Assessment/Data Review 12

 A. ESSA School, District, State Comparison 13

 B. ESSA School-Level Data Review 14

 C. ESSA Subgroup Data Review 15

 D. Accountability Components by Subgroup 18

 E. Grade Level Data Review 21

III. Planning for Improvement 22

IV. Positive Culture and Environment 31

V. Title I Requirements (optional) 37

VI. ATSI, TSI and CSI Resource Review 42

VII. Budget to Support Areas of Focus 43

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

Country Club Middle School will support the unique needs of its students as they mature educationally, physically, and socially. All staff, students, and their families will work cooperatively in an atmosphere of mutual respect to help each individual reach their optimum academic and social potential in a safe, respectful, and widely diverse learning community through a broad range of academic and extracurricular activities.

Provide the school's vision statement

Country Club Middle School will promote academic excellence for all students in a supportive and cooperative environment which encourages mutual respect of persons from diverse, ethnic, and economic backgrounds.

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

Elvira Ruiz-Carrillo

Position Title

Principal

Job Duties and Responsibilities

- Overall responsibility for the development, implementation, and monitoring of the SIP.
- Provides vision, leadership, and strategic direction.
- Ensures alignment of SIP goals with school mission and district objectives.
- Oversees staff development and resource allocation.
- Communicates progress to stakeholders.

Leadership Team Member #2

Employee's Name

Trevor Harris

Position Title

Assistant Principal

Job Duties and Responsibilities

- Oversees student support services and interventions.
- Ensures alignment of student behavior and attendance initiatives with SIP.
- Monitors the impact of social-emotional programs on SIP goals.
- Works with counselors and support staff to address barriers to student success.

Leadership Team Member #3

Employee's Name

Jessica Picado

Position Title

Business Teacher

Job Duties and Responsibilities

- Coordinates professional development activities aligned with SIP objectives.
- Identifies and communicates PD opportunities that support SIP goals.
- Monitors the impact of PD on instructional practices and student achievement.
- Collaborates with leadership to ensure PD is relevant and effective.

40

Leadership Team Member #4

Employee's Name

Lakieta Ray

Position Title

Reading Coach

Job Duties and Responsibilities

- Provides instructional support and coaching to teachers.
- Facilitates professional learning communities (PLCs) focused on SIP goals.
- Analyzes student data to inform instructional practices.
- Supports the integration of best practices into daily instruction.

Leadership Team Member #5

Employee's Name

Amanda Baez

Position Title

Testing Chair

Job Duties and Responsibilities

- Coordinates and manages all standardized testing aligned with SIP goals.
- Analyzes testing data to inform instruction and intervention strategies.
- Ensures testing protocols are followed and results are accurately reported.
- Works with staff to address areas of improvement identified through testing data.

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 detailed process for involving our stakeholders and how their input is being used in our SIP development process is detailed below:

*We identified all stakeholders:

Including school leadership, teachers, parents, students, and community/business leaders.

*We gathered information from all stakeholders in at:

1. Faculty Meetings: We gathered input from teachers and staff during regular faculty meetings.
2. Leadership Meetings: We obtained insights from school leadership team meetings.
3. EESAC (Educational Excellence School Advisory Council): We engaged EESAC members for their input and recommendations.
4. PTSA (Parent-Teacher-Student Association): We collaborated with PTSA to involve parents and students.

*Data Collection:

We used climate surveys, PowerBi data, meetings, parent workshops, and social media forums to collect feedback on school strengths, weaknesses, and improvement priorities.

*Analysis:

We analyzed the data to identify common themes and priorities from the various sources. Then collaboratively set clear goals and strategies based on the feedback and data collected.

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))

We will monitor and revisit SIP goals after interim assessments and progress monitoring. SIP will be

reviewed and discussed at all ESSAC and faculty meetings.

To ensure continuous improvement of our School Improvement Plan (SIP), we will:

1. Continuously collect and analyze relevant data.
2. Conduct scheduled meetings with stakeholders to assess SIP progress.
3. Identify areas needing improvement based on data and stakeholder input.
4. Establish specific, measurable, achievable, relevant, and time-bound goals.
5. Create detailed plans to address improvement areas.
6. Execute action plans and closely monitor progress.
7. Gather and use feedback for adjustments during implementation.
8. Conduct regular reviews of SIP effectiveness.
9. Make adjustments and revisions based on review results and feedback.
10. Maintain transparent communication with stakeholders regarding SIP progress and changes at all EESAC and Faculty Meetings.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	96.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
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) 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							13	25	24	62
One or more suspensions							1	9	20	30
Course failure in English Language Arts (ELA)							18	3	2	23
Course failure in Math							21	7	19	47
Level 1 on statewide ELA assessment							51	53	87	191
Level 1 on statewide Math assessment							34	51	85	170
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
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							62	71	110	243

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	1	0	1
Students retained two or more times							2	1	2	5

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							21	43	45	109
One or more suspensions							1	2	8	11
Course failure in ELA							17	4	7	28
Course failure in Math							25	5	19	49
Level 1 on statewide ELA assessment							42	89	118	249
Level 1 on statewide Math assessment							40	77	88	205
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										340

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							44	71	86	201

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							5		1	6
Students retained two or more times								4	2	6

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 *	48	61	53	40	56	49	37	55	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	56	60	56				45		
ELA Learning Gains Lowest 25%	45	51	50				36		
Math Achievement *	43	64	60	38	60	56	28	43	36
Math Learning Gains	50	63	62				42		
Math Learning Gains Lowest 25%	53	62	60				52		
Science Achievement *	43	56	51	42	55	49	34	54	53
Social Studies Achievement *	75	75	70	66	72	68	69	64	58
Graduation Rate	88							51	49
Middle School Acceleration	63	73	74	70	74	73	68	56	49
College and Career Readiness	0							73	70
ELP Progress	51	58	49	46	50	40	58	77	76

*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	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	615
Total Components for the FPPI	12
Percent Tested	99%
Graduation Rate	88%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
51%	52%	47%	34%		52%	51%

* 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	45%	No		
English Language Learners	43%	No		
Black/African American Students	54%	No		
Hispanic Students	51%	No		
White Students	56%	No		
Economically Disadvantaged Students	51%	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	38%	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%
English Language Learners	46%	No		
Black/African American Students	59%	No		
Hispanic Students	49%	No		
White Students	33%	Yes	2	
Economically Disadvantaged Students	49%	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	41%	No		
English Language Learners	43%	No		
Native American Students				

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%
Asian Students				
Black/African American Students	45%	No		
Hispanic Students	48%	No		
Multiracial Students				
Pacific Islander Students				
White Students	39%	Yes	1	
Economically Disadvantaged Students	46%	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	48%		56%	45%	43%	50%	53%	43%	75%	63%	88%	0%	51%
Students With Disabilities	27%		55%	48%	24%	48%	48%	23%	72%		88%	0%	60%
English Language Learners	30%		46%	40%	30%	47%	47%	24%	70%	47%			51%
Black/African American Students	49%		61%	60%	41%	41%	61%	38%	67%	65%			
Hispanic Students	47%		53%	43%	43%	53%	51%	46%	75%	62%	92%	0%	51%
White Students	56%		63%		56%	50%							
Economically Disadvantaged Students	44%		53%	46%	39%	49%	58%	38%	74%	62%	85%	0%	58%

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	40%				38%			42%	66%	70%			46%
Students With Disabilities	31%				33%			28%	64%				36%
English Language Learners	32%				32%			31%	60%	69%			53%
Black/African American Students	46%				41%			45%	69%	94%			
Hispanic Students	39%				37%			39%	64%	63%			53%
White Students	33%				33%								
Economically Disadvantaged Students	39%				34%			42%	59%	73%			49%

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%		45%	36%	28%	42%	52%	34%	69%	68%			58%
Students With Disabilities	32%		47%	48%	33%	48%	51%	28%	54%				31%
English Language Learners	30%		42%	31%	19%	44%	55%	24%	56%	72%			58%
Native American Students													
Asian Students													
Black/African American Students	34%		42%	47%	31%	38%	47%	27%	68%	67%			
Hispanic Students	39%		46%	32%	27%	44%	55%	36%	70%	68%			58%
Multiracial Students													
Pacific Islander Students													
White Students	31%		45%		31%	50%							
Economically Disadvantaged Students	36%		44%	37%	27%	42%	51%	31%	68%	68%			57%

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	40%	57%	-17%	54%	-14%
Ela	7	35%	55%	-20%	50%	-15%
Ela	8	35%	54%	-19%	51%	-16%
Math	6	27%	60%	-33%	56%	-29%
Math	7	25%	49%	-24%	47%	-22%
Math	8	37%	58%	-21%	54%	-17%
Science	8	23%	42%	-19%	45%	-22%
Civics		61%	70%	-9%	67%	-6%
Biology		92%	70%	22%	67%	25%
Algebra		81%	55%	26%	50%	31%
Geometry		* 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		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was Civics, with a significant increase of 9 percentage points from 66% to 75%. Several new actions were implemented to achieve this improvement:

- Common Planning: Teachers in the Civics department engaged in regular common planning sessions. This allowed for alignment of curriculum, sharing of best practices, and coordinated efforts to support student learning.
- Bootcamp: A week-long bootcamp was conducted to provide intensive review and preparation for Civics assessments. This helped to reinforce key concepts and skills among students.
- Tutoring and Interventions: Additional tutoring sessions and targeted interventions were provided to students who needed extra support. This personalized approach ensured that struggling students received the help they needed to succeed.
- Collaborative Teaching: Teachers worked closely together, fostering a collaborative environment where ideas were shared and instructional strategies were refined to better meet student needs.

These concerted efforts in professional collaboration, targeted support, and instructional refinement contributed significantly to the notable improvement in Civics performance.

Continuing these practices will be crucial in sustaining and building upon this positive trend in the future.

Lowest Performance

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

The data component that showed the lowest performance last year was science. Although it was 2 percentage points higher than the previous year, it still remained the area with the lowest performance. Several factors contributed to this low performance:

1. Weak Teacher: One of the key factors was the presence of a very weak teacher who has since retired. This teacher's inadequate performance had a significant impact on student learning outcomes in the science department.

2. Inexperienced Teacher: A newer teacher in the department and, due to their lack of experience, was less effective in delivering the curriculum and supporting student learning.

To address these issues, the newer teacher will receive mentorship and will participate in common planning sessions with veteran teachers. This collaborative approach is expected to improve the quality of instruction and support provided to students, potentially leading to better performance in the future. The slight improvement of 2 percentage points suggests a positive trend. With the implementation of mentorship and common planning, the science department may see further improvements in the coming years. Ensuring the newer teacher receives adequate support and guidance could lead to significant performance gains in the science subject area.

Greatest Decline

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

The data component that showed the greatest decline last year was acceleration. Several factors contributed to this decline:

1. Master Schedule Issues: The scheduling arrangements did not effectively support student placement in appropriate classes, particularly for advanced subjects.
2. Improper Placement: Students who scored a level 3 or higher in Math were not placed in Algebra classes. This misplacement prevented capable students from advancing to higher-level math courses, which negatively impacted the acceleration performance metrics. Despite these issues, it is noteworthy that among the students who did take the Algebra End-of-Course (EOC) exam, 81% passed, indicating strong individual performance for those appropriately placed. To address these issues and reverse the declining trend in acceleration, several steps will be implemented in the upcoming year:
 - Appropriate Placement: All 8th graders who score a level 3 or higher in math will be placed in Algebra classes to ensure they are appropriately challenged and prepared for higher-level coursework.
 - Enrichment Classes: Students scoring a level 3 will also receive enrichment classes to provide additional support and ensure they receive any necessary assistance to succeed in Algebra.
 - Experienced Teacher Taking Algebra: The current teacher, who has experience but previously taught other subjects, will now be taking on Algebra classes. This change is expected to bring consistency and quality to Algebra instruction. These measures aim to improve student placement, provide necessary support, and enhance

Greatest Gap

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

The data component with the greatest gap from state performance was science. Despite efforts,

science still lagged significantly behind state averages. Key contributing factors included:

1. Weak Teacher: A particularly weak teacher, now retired, had a substantial negative impact on student outcomes.
2. Inexperienced Teacher: A new, inexperienced teacher joined the department. This teacher will now receive mentorship and participate in common planning sessions with veteran teachers to improve their effectiveness.

Addressing these issues is expected to close the performance gap in science.

EWS Areas of Concern

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

Reflecting on the EWS data, one potential area of concern at our school is student attendance. We know that when students are frequently absent, their learning is significantly disrupted, which has been a recurring issue for our school over previous years. Ensuring students attend school regularly is crucial for their academic success.

To address this concern, the following strategies should be implemented:

1. Early Intervention: Identifying students with attendance issues early on and providing targeted support to address the underlying causes of their absences.
2. Parental Engagement: Increasing communication with parents to emphasize the importance of regular attendance and to collaboratively develop strategies to support their child's attendance.
3. Incentive Programs: Implementing programs to reward and recognize students who consistently attend school, thereby encouraging regular attendance.
4. Counseling and Support Services: Offering counseling and other support services to students facing challenges that contribute to their absenteeism, such as health issues, family problems, or social-emotional difficulties.
5. Flexible Scheduling and Catch-Up Programs: Providing flexible scheduling options and programs to help students catch up on missed work, making it easier for them to stay on track academically.
6. Community Partnerships: Collaborating with community organizations to provide additional resources and support for students and families struggling with attendance issues.

By focusing on these strategies, we can work towards improving student attendance, ensuring that students are present and engaged in their education, and ultimately enhancing their academic performance and overall school experience.

Highest Priorities

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

1. Lowest 25% students for ELA. 2. ELA proficiency across all grade levels. 3. Acceleration student placement. 4. School culture amongst staff members. 5. Common planning time and teacher collaboration for data analysis.

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 Instructional Coaching

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, 48% of 6th-8th grade students were proficient in ELA as compared to the state and district average of 62%. Based on the data and identified contributing factors of : a lack of common planning and a need for professional development focused on analyzing data. We will implement collaborative planning with reading Coach built into teachers' schedules, in-house PD on data analysis, and incentives for PM performance on all FAST PMs.

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.

Successful implementation of Instructional Coaching/Professional Learning will result in an increase in proficiency in grades 6th-8th ELA by at least 3 percentage points as demonstrated by the 2025 FAST PM3 State Assessments. Proficiency in ELA will go from 48% to 51%.

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.

To ensure the Area of Focus and its aligned Targeted Element (Instructional Coaching/Professional Learning) are implemented with fidelity school-wide, the leadership team will support growth in the identified area in need of improvement. The following steps will taken:

1. The instructional coach will conduct coaching cycles based on the identified needs of the teachers as determined by classroom walkthroughs and observations.
2. Instructional coach will submit weekly reflection logs and determine next steps with administration.

3. Department chairs will provide support to teachers based on the identified needs of the teachers as determined by classroom walkthroughs and observations. The findings will be discussed and monitored through monthly meetings.
4. Offer ongoing training sessions to address specific needs identified during the monitoring process.
5. Schedule regular meetings of the leadership team to review progress and assess fidelity in implementation and analyze data, discuss challenges, and make data-driven decisions.

Person responsible for monitoring outcome

Administration

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. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale:

If teachers receive proper professional development and instructional support, they should be able to implement the new state curriculum and standards more effectively to meet the academic needs of their students. The students will show evidence of mastering the new state standards and curriculum by improving in classroom grade, topic assessments and FAST PMs.

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

Professional Development

Person Monitoring:

Jessica Picado

By When/Frequency:

8/15/2024-9/27/2024

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

step:

CCMS will offer professional developments focused data driven instruction at the school site. PDs will be scaffolded, include mixed groups, and include SIP review with staff.

Action Step #2

Walkthroughs

Person Monitoring:

Administration

By When/Frequency:

8/15/2024-9/27/2024

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

Administration will attend at least one department meeting and perform classroom walk-throughs to see implementation of common planning strategies.

Action Step #3

Common Planning Collaboration

Person Monitoring:

Administration

By When/Frequency:

8/15/2024-9/27/2024

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

Teachers will attend bi-weekly common planning meetings to collaborate and brainstorm challenges. Administration will perform classroom walk-throughs to see implementation of common planning strategies.

Area of Focus #2

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

Instructional Practice specifically relating to Collaborative Planning**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.

The focus is on improving instructional practice through enhanced collaborative planning. Teachers will engage in structured, ongoing common planning sessions to align instructional strategies, share resources, and ensure consistent curriculum delivery across all core subject areas, including Civics, which has already demonstrated success.

Impact on Student Learning:

Collaborative planning allows teachers to co-create lessons that are rigorous, engaging, and tailored to the diverse needs of students. This consistency helps improve student comprehension and retention of material, fosters deeper understanding of core concepts, and supports differentiated instruction. By pooling expertise, teachers can better address student learning gaps and ensure more equitable learning experiences.

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.

Data from the previous academic year revealed that common planning in Civics contributed to improved student outcomes from 66% to 75%, as evidenced by higher engagement, increased mastery of content, and improved test scores. Based on this success, the practice has been expanded to all core areas. By institutionalizing collaborative planning across subjects, the school aims to replicate these gains in student achievement school-wide. This focus directly responds to identified needs for greater instructional alignment and consistency, which were key takeaways from last year's data analysis

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.

1. **Weekly Collaborative Planning Sessions:** Teachers will participate in regular common planning meetings where they will co-develop lesson plans, assessments, and instructional strategies. Meeting minutes and shared lesson plans will be documented to track alignment and consistency across core subjects.
2. **Classroom Observations:** Administrators and instructional coaches will conduct regular classroom walkthroughs to observe the implementation of collaboratively planned lessons. Observations will focus on instructional alignment, student engagement, and the effectiveness of differentiated strategies.
3. **Student Work and Assessment Data:** Teachers will collect and analyze student work samples and formative assessment data during planning sessions to assess whether collaboratively designed lessons are leading to improved student outcomes. This data will be compared with baseline assessments to track progress over time.
4. **Teacher Feedback and Reflections:** Teachers will provide ongoing feedback during planning meetings on the effectiveness of the collaboration, lesson implementation, and student progress. Adjustments will be made as necessary based on this feedback.

Impact on Student Achievement:

Ongoing monitoring will allow the school to make data-informed decisions about instruction and address learning gaps in real time. By analyzing student data regularly, teachers can modify lessons and adjust strategies to meet students' needs more effectively. Classroom observations and feedback loops will ensure that the strategies developed during collaborative planning sessions are being implemented as intended, directly supporting improved student engagement, comprehension, and achievement outcomes.

Person responsible for monitoring outcome

Elvira Ruiz-Carrillo, Principal and Trevor Harris, 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:

The school will implement Collaborative Inquiry Teams as an evidence-based intervention. These teams, composed of teachers from each core subject area, will meet weekly to review student data, identify instructional gaps, and develop strategies for improvement. Collaborative Inquiry Teams operate on the principle of collective teacher efficacy, where teachers work together to diagnose learning problems and design effective interventions tailored to student needs.

Rationale:

Research supports collaborative inquiry as an evidence-based strategy (Tier 2, moderate evidence) that enhances instructional quality and improves student outcomes, especially in low-performing schools. This practice has been shown to foster data-driven decision-making, increase teacher accountability, and enhance student achievement across multiple subject areas.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Professional Development on Data-Driven Instruction

Person Monitoring:**By When/Frequency:**

Administration/Reading Coach/Department Chairs 8/15/2024-9/27/2024

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

Teachers will participate in targeted professional development focused on interpreting and utilizing student data to inform instructional planning. These sessions will train educators on how to analyze formative and summative assessments, identify trends, and adjust instruction to address specific student needs. This will enhance the effectiveness of collaborative planning by equipping teachers with the tools to create more targeted and differentiated lessons that address learning gaps.

Monitoring: Progress will be measured by reviewing how frequently and effectively teachers incorporate data analysis into planning sessions. This will be tracked through collaborative planning documentation and classroom observation of differentiated instruction based on data insights. Impact on Student Achievement: Data-driven instruction will allow teachers to more effectively address areas of student struggle, leading to more individualized support and improved mastery of core content, particularly for struggling learners.

Action Step #2

Instructional Rounds**Person Monitoring:**

Administration/Reading Coach/Department Chairs

By When/Frequency:

8/15/2024-9/27/2024

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

The school will implement Instructional Rounds, a structured process where small groups of teachers observe their peers in the classroom to gather insights into instructional practices. This approach is modeled after the medical field's practice of "rounds" and allows teachers to focus on specific problems of practice, providing feedback and reflecting on ways to improve teaching and learning.

Monitoring: Structured Observation Protocols: A standardized observation tool will be used during instructional rounds to focus on specific areas of practice, such as student engagement, questioning techniques, or differentiation. These protocols ensure consistency and focus in observations.

Debriefing Sessions: After each round, teachers will participate in structured debriefs to discuss their observations, share feedback, and identify instructional improvements. Reflections and action plans will be documented to track professional growth and implementation of new strategies.

Teacher and Student Performance Data: The impact of instructional rounds will be monitored through teacher self-assessments, classroom observation scores, and student performance data. Trends in instructional improvement and student outcomes will be reviewed quarterly to assess the effectiveness of the intervention. **Monitoring:** This intervention supports collaborative teaching by encouraging continuous professional learning, improving instructional quality, and fostering a culture of shared expertise across the school. As teachers grow from peer observations, student engagement and achievement are expected to improve as a result.

Action Step #3

Monitor Implementation and Provide Feedback

Person Monitoring:

Administration/Reading Coach/ Department Coaches

By When/Frequency:

8/15/2024-9/27/2024

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

Conduct follow-up classroom walkthroughs to observe the application of PD strategies and provide individualized feedback to teachers on the effectiveness of implementation.

IV. Positive Culture and Environment**Area of Focus #1**

Teacher Retention and Recruitment

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.

School Spirit, Pride, and Branding will be an area of focus this year. According to the 2023-2024 School Climate Survey question 03, school personnel work together as a team: 54% strongly agree/

agree, showing no increase from the 2022-2023 school year.

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.

By the end of the 2024-2025 school year, with the School Spirit, Pride, and Branding evidence-based strategy, 60% of teachers will strongly agree/agree that school personnel work together as a team.

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 promotion of school spirit, pride, and branding involves tracking various aspects of these initiatives to ensure they are effective and align with the goals of the educational institution. Here are some ways we monitor and evaluate our efforts:

Surveys and Feedback:

Conduct regular surveys among students, staff, alumni, and parents to gauge their feelings of school spirit and pride. Ask for feedback on specific activities, events, and changes to the physical environment.

Attendance and Participation:

Monitor attendance and participation levels at school events and activities related to promoting school spirit and pride. Higher attendance often indicates stronger engagement.

Keep an eye on social media platforms, school websites, and online forums to see how teachers, students, alumni, and the wider community are discussing and sharing content related to the school.

Person responsible for monitoring outcome

Elvira Ruiz-Carrillo, Principal & Trevor Harris, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Establish a Teacher Leadership Team: Form a group of teacher leaders who are passionate about promoting school spirit and pride among their colleagues.

Rationale:

The rationale behind encouraging and promoting school spirit, pride, and branding in educational institutions is multifaceted and can have several benefits for both the school and its students. A

strong sense of school spirit and pride contributes to a more positive and enthusiastic atmosphere on campus. This can lead to increased motivation, engagement, and overall satisfaction among students and staff. A strong school brand and a vibrant school spirit can make an institution more attractive to prospective students and faculty. It can also contribute to higher retention rates, as students who feel a strong connection to their school are less likely to transfer or drop out. In summary, promoting school spirit, pride, and branding is not just about superficial appearances but also about creating a supportive, engaging, and positive educational environment that benefits students, staff, and the school community as a whole.

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**

Establish a Teacher Leadership Team

Person Monitoring:

Elvira Ruiz-Carrillo

By When/Frequency:

8/15/2024-9/27/2024

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

Form a group of teacher leaders who are passionate about promoting school spirit and pride among their colleagues.

Action Step #2

Define Clear Objectives

Person Monitoring:

Elvira Ruiz-Carrillo

By When/Frequency:

8/15/2024-9/27/2024

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

Collaboratively set specific objectives for enhancing school spirit and pride among teachers, aligning them with the overall school mission and branding goals.

Action Step #3

Implement School-Wide Spirit Initiatives

Person Monitoring:

Administration

By When/Frequency:

8/15/2024-9/27/2024

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

Organize school-wide activities and events such as themed spirit days, team-building workshops, and competitions to foster collaboration and pride among teachers and students. Monitor participation levels, collect teacher feedback, and analyze survey data to determine the effectiveness of these initiatives in promoting school unity. Adjust activities based on feedback and attendance rates to maximize engagement.

Area of Focus #2

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.

The area of focus for this year is student attendance across all grade levels, with a particular aim of reducing chronic absenteeism. Currently, 12% of students have less than 90% attendance, which negatively impacts their learning and academic performance. The school aims to lower this percentage to less than 10% through targeted interventions, increased family engagement, and school-wide initiatives promoting the importance of consistent attendance. Regular attendance is critical to student success. Students who are frequently absent are more likely to experience academic difficulties, including lower grades, incomplete assignments, and lower engagement in class activities. By improving attendance rates, we expect to see improved academic achievement, stronger classroom engagement, and reduced learning gaps.

Data from the previous school year revealed that 12% of students had less than 90% attendance, identifying chronic absenteeism as a key challenge. This focus was selected based on the correlation between poor attendance and academic underachievement. To support student success, reducing absenteeism is a top priority for our school community.

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.

In the prior year, 12% of students had an attendance rate of less than 90%. The measurable outcome for this year is to reduce the percentage of students with less than 90% attendance to below 10% across all grade levels.

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.

Student attendance will be monitored through daily attendance bulletins sent by the school's attendance clerk. Teachers and staff will regularly review the data to identify students at risk of falling below 90% attendance. Early interventions such as parent communication, home visits, and counseling will be triggered for students with emerging attendance concerns. These actions will be evaluated monthly to ensure they are contributing to the desired attendance improvement. The data will be reviewed and shared with stakeholders to track progress and make necessary adjustments.

Person responsible for monitoring outcome

Administration, Attendance Clerk, & Teachers

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 school will implement a multi-tiered intervention approach to improve student attendance. This includes Tier 1 strategies like attendance incentives and school-wide campaigns to promote the importance of regular attendance. For students identified as at-risk (Tier 2), targeted family outreach, counseling services, and personalized attendance action plans will be put into place. Tier 3 interventions will involve more intensive strategies, such as home visits and collaborations with local agencies to address underlying barriers to attendance.

Rationale:

These interventions are selected based on evidence from successful attendance improvement programs across the country, which have shown that a combination of universal and targeted approaches is effective in reducing chronic absenteeism. These strategies address both school-wide attendance culture and individual student barriers.

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**

Implement a School-Wide Attendance Awareness Campaign

Person Monitoring:

Administration, Attendance Clerk & Attendance
Review committee

By When/Frequency:

8/15/2024-9/27/2024

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

Country Club middle School will launch a year-long attendance awareness campaign to educate students and families on the importance of regular attendance. This will include posters, newsletters, social media posts, and monthly attendance challenges with rewards for students and classes that demonstrate strong attendance.

Action Step #2

Establish an Early Warning System and Tiered Intervention Program in house

Person Monitoring:

Administration, Attendance Clerk & Attendance
Review committee

By When/Frequency:

8/15/2024-9/27/2024

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

Create an early warning system using attendance data to identify students who have less than 90% attendance. Provide Tier 2 and Tier 3 interventions such as parent meetings, counseling, attendance contracts, and, if needed, home visits.

Action Step #3

Engage Families Through Regular Communication and Support

Person Monitoring:

Administration, Attendance Clerk & Title I
Community Liaison

By When/Frequency:

8/15/2024-9/27/2024

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

Increase family engagement by conducting regular communication with parents/guardians, including phone calls, text messages, and home visits when necessary. Organize workshops or events to provide resources and strategies for supporting regular attendance at home.

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.

Sharing the School Improvement Plan (SIP) with various stakeholders is crucial for promoting transparency and involvement. To ensure that parents can easily comprehend the information, it's vital to cater to diverse language requirements. Use clear and simple language when creating SIP documents. Make sure these documents are accessible through various means: on the school website (hibiscuselementaryschool.net), as printed materials in the Main Office and Title I Office. Establish an EESAC (Educational Excellence School Advisory Council) schedule and communicate progress monitoring and evaluation outcomes to stakeholders, showcasing the SIP's effectiveness. Arrange professional development sessions to educate staff about the SIP and their roles in its execution, utilizing Faculty Meetings, Common Planning, and EESAC meetings to track and adapt the SIP's progress.

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))

Cultivating positive connections with parents, families, and community stakeholders is essential for a school's mission fulfillment, addressing student needs, and keeping parents updated about their child's advancement. The school will set up and uphold transparent communication channels, encompassing routine newsletters, emails, and a dedicated school website (hibiscuselementaryschool.net) where parents can access information about school activities,

policies, and resources. At the commencement of each school year, the school will arrange orientation and welcome events to acquaint new families with the school environment. These occasions will provide chances for parents to meet teachers, administrators, and other families. Regular parent-teacher conferences will be scheduled to furnish parents with updates about their child's academic progress and behavior. These conferences can be held in-person or virtually to accommodate busy schedules. Issuing consistent progress reports to parents, not exclusively during parent-teacher conferences but throughout the academic year, will keep parents informed about their child's academic achievements. The school will actively engage with the wider community, which could entail partnerships with local businesses, community organizations, and hosting public events. Such endeavors will underscore the school's dedication to the community. By implementing these strategies, the school can establish robust, positive connections with parents, families, and community stakeholders, thereby contributing to the students' prosperity and well-being.

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's targeted area of improvement, as pinpointed in Part II of the SIP, revolves around enhancing proficiency among elementary students through Instructional Coaching/Professional Learning, Collaborative Planning, Science, Student Engagement, and fostering a positive culture with a focus on attendance.

Instructional Coaching/Professional Learning: Develop a comprehensive professional development scheme for educators, concentrating on augmenting instructional methodologies, such as tailored instruction, data-informed teaching, and effective assessment strategies.

Instructional Coaches: Enlist instructional coaches to work directly with teachers, offering continuous support and feedback to assist them in refining their teaching approaches.

Peer Learning Communities: Nourish peer learning communities where teachers can cooperate, exchange best practices, and learn from one another.

Common Planning Time: Guarantee teachers have dedicated shared planning time to collaborate on lesson design, curriculum advancement, and identifying students requiring additional support or enrichment.

Data-Driven Planning: Prioritize data-driven planning to customize instruction to meet students' specific needs, identifying areas that require enhancement and acceleration.

Science: Undertake a thorough review of the existing science curriculum to ensure alignment with state and national standards. Implement hands-on and inquiry-centered learning experiences in science to amplify student engagement and critical thinking.

Student Engagement: Enable students to take ownership of their learning by incorporating research-

based online programs to optimize student outcomes and incentivize their performance.

Attendance Incentives: Formulate attendance incentives and recognition initiatives to stimulate consistent school attendance.

Parent Engagement: Engage parents in dialogues regarding attendance significance and collaborate with them to address attendance-related challenges.

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 an educational improvement plan that aligns with other Federal, State, and local services, resources, and programs, as required by ESSA (Every Student Succeeds Act) Section 1114(b)(5), involves collaboration and coordination among various stakeholders and agencies. Here's the plan we have developed in coordination with some of these services and programs:

1. Needs Assessment and Data Sharing:

We conducted a comprehensive needs assessment to identify the specific challenges and needs of our school.

2. Alignment with ESSA Programs:

Ensure that the improvement plan aligns with the requirements and goals of ESSA programs, such as Title I, which focuses on improving the academic achievement of disadvantaged students.

3. Integration with Violence Prevention Programs:

Collaborate with violence prevention programs to address school safety and create a positive school climate. Share information on safety measures and intervention strategies.

4. Nutrition Programs:

Coordinate with nutrition programs to ensure that students have access to healthy meals, as proper nutrition is essential for learning. Explore opportunities to integrate nutrition education and wellness initiatives into the school curriculum and improvement plan.

5. Housing Programs:

Identify students who may be experiencing housing instability or homelessness.

6. Adult Education Programs:

Explore opportunities for adult education and family literacy programs to engage parents and caregivers in their children's education.

7. Family and Community Engagement:

-Engage families and the community in the development and implementation of the improvement plan. Seek their input and involvement in supporting students.

By aligning goals, sharing data, and leveraging resources, schools and districts can create more holistic and effective strategies to improve student outcomes.

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))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

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