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## School Board Approval

This plan was approved by the Dade County School Board on 10/8/2025.

## SIP Authority

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

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

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The Department's SIP template meets:

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

## Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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To cultivate an inclusive and innovative educational community - focused on culture, language, diversity, and excellence - developing life-long learners and global citizens who can thrive in and positively impact an interconnected world.

### Provide the school's vision statement

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To nurture culturally competent and globally minded individuals.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

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

#### Leadership Team Member #1

##### Employee's Name

Ms. Ana Alvarez-Arimon

anaalvarez-arimon@dadeschools.net

##### Position Title

Principal

##### Job Duties and Responsibilities

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As principal of the school, Ms. Alvarez-Arimon provides and communicates a common vision, ensures the safety and security of all students, oversees the general day-to-day operations of the school, manages the school's budget, and ensures the implementation of a rigorous academic program that follows district and state policies and guidelines. Ms. Alvarez-Arimon promotes data-driven decision-making and plans for the strategic direction of the school. She establishes a schoolwide commitment to high standards and the success of all students. As principal, she communicates with and encourages the participation of all stakeholders, builds capacity, and

develops leadership in others. Furthermore, Ms. Alvarez-Arison supports all aspects of the MTSS/Rtl process, student assessment, and data collection. She monitors student progress, participates in data analysis for various purposes, and ensures appropriate measures are taken to meet the individual needs of all students.

## **Leadership Team Member #2**

### **Employee's Name**

Ms. Xiomara Christian

xchristian@dadeschools.net

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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As assistant principal, Ms. Xiomara Christian assists the principal in carrying out the vision and functions of the school, including implementing policies and procedures related to curriculum and instruction, the school organization, facilities, and student management. Ms. Christian ensures ESOL compliance, serves as the school's LEA, and oversees all aspects of the MTSS/Rtl process as well as the Gifted referral process. Additionally, she collaborates with the foreign language departments and Grades 3-5 teachers to oversee curriculum and instruction, including data analysis and the intervention program. Finally, Ms. Christian conducts student and parent conferences related to student progress and behavior.

## **Leadership Team Member #3**

### **Employee's Name**

Ms. Laura Moran

lmoran@dadeschools.net

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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As assistant principal, Ms. Moran assists the principal in carrying out the vision and functions of the school, including implementing policies and procedures related to curriculum and instruction, the school organization, and student management. Ms. Moran serves as the School Assessment Coordinator. She also oversees textbook distribution and inventory, ensuring students and teachers have the tools and resources necessary for teaching and learning. As part of the Professional Learning Study Team (PLST), Ms. Moran helps to coordinate professional development for the faculty. Additionally, Ms. Moran collaborates with the special areas department and Grades Pre-K

through 2 to implement curriculum and instruction, and she conducts student and parent conferences related to student progress and behavior.

## **Leadership Team Member #4**

### **Employee's Name**

Ms. Liliana Piedra

lpiedra@dadeschools.net

### **Position Title**

ESOL Compliance Liaison

### **Job Duties and Responsibilities**

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Ms. Piedra ensures ESOL compliance for all ELL students. She monitors ELL students, collaborates with their teachers to ensure the students are receiving the proper services, and provides support through intervention and small group instruction to ESOL students. Ms. Piedra also oversees all assessments related to ESOL. As part of the Professional Learning Support Team (PLST) Ms. Piedra serves as the Lead Mentor and provides support to all teachers new to the profession and their mentors. Ms. Piedra also collaborates with the administration in the development and implementation of the School Improvement Process.

## **Leadership Team Member #5**

### **Employee's Name**

Ms. Tere Pujol-Burns

tereparr@dadeschools.net

### **Position Title**

Magnet Lead Teacher

### **Job Duties and Responsibilities**

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As the school's magnet lead teacher, Ms. Pujol-Burns assists with recruitment, the magnet application process, enrollment, and scheduling process for all magnet students. She provides instructional leadership in the design, development and implementation of the school's foreign language magnet curriculum. Ms. Pujol-Burns assists in implementing various programs in the school that contribute to student achievement, such as the book clubs and the ambassador program.

## **Leadership Team Member #6**

### **Employee's Name**

Ms. Jeannette Arana

jalfonso-arana@dadeschools.net

**Position Title**

Curriculum Support Liaison

**Job Duties and Responsibilities**

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As Curriculum Support Liaison, Ms. Arana assists with scheduling, data analysis, and curriculum support. She also serves as the school's digital innovator as part of the Professional Learning Support Team (PLST). Ms. Arana provides instructional support through intervention and collaborates on the development and implementation of the School Improvement Process.

**Leadership Team Member #7****Employee's Name**

Mr. Andres Aguero

aaguero@dadeschools.net

**Position Title**

SPED Coordinator

**Job Duties and Responsibilities**

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Mr. Andres Aguero supports students and teachers in ensuring that students with IEPs receive the appropriate accommodations and services. As the school's ESE coordinator, Mr. Aguero collaborates with teachers in developing plans, adapting learning materials to students' needs, monitoring behavioral patterns, and implementing appropriate interventions as needed. He also supports teachers in making data-driven decisions that guide the students' instruction, supports the development and implementation of the MTSS/Rtl process, and works with classroom teachers in all aspects of the inclusion program.

**Leadership Team Member #8****Employee's Name**

Ms. Raquel Portela

rportela@dadeschools.net

**Position Title**

Instructional Media Specialist

**Job Duties and Responsibilities**

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As the Media Specialist, Ms. Portela oversees the operation of the school's Media Center and serves as the school's literacy leader. Ms. Portela also manages the Accelerated Reader program for the school and assists teachers with technology-related issues.

**Leadership Team Member #9****Employee's Name**

Ms. Christy Santi

csanti@dadeschools.net

**Position Title**

School Counselor

**Job Duties and Responsibilities**

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Ms. Santi serves as the school's guidance counselor, providing behavioral and social-emotional support for students. As counselor, she provides individual and small group counseling, as needed, and promotes the academic and social-emotional growth of all students. Ms. Santi implements the Values Matter curriculum and assists the school's LEA with the Gifted process. Finally, Ms. Santi assists in the implementation of the MTSS/Rtl process.

**Leadership Team Member #10****Employee's Name**

Dr. Cristina Cabrera

icristinacabrera@dadeschools.net

**Position Title**

Student Services Coordinator

**Job Duties and Responsibilities**

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As Student Services Coordinator, Dr. Cabrera assists with student counseling needs and provides behavioral and social-emotional support for students. She also provides individual and small group counseling, as needed, and promotes the academic and social emotional growth of all students. Dr. Cabrera assists the school's LEA with the MTSS/Rtl process and all aspects of the 504 and IEP referral process.

**2. Stakeholder Involvement**

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

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

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The Synergy team, consisting of the principal, assistant principal, and members of the leadership team meet in the summer to review student achievement and school climate data. Based on the data, the team identifies four areas of focus, measurable outcome goals, and action steps to achieve the goals. The information is shared with the instructional staff as well as members of the EESAC team that includes representatives from every stakeholder group (administrative team, teachers, school staff, parents, students, and business partners). Input from all stakeholder groups is gathered and changes are made as necessary. The EESAC team reviews and approves the SIP at every step of development before it is implemented. Action steps are implemented and progress toward the goals are reviewed and analyzed throughout the school year. Input from all stakeholders is considered in the development of each phase.

### **3. SIP Monitoring**

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

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The SIP, based on school data, is developed and implemented at every phase with input from all stakeholder groups. At each phase, progress toward the goals is reviewed and analyzed. The administration meets with the instructional staff, and the data is analyzed collectively to determine if the action steps have been successful and if students are progressing toward the goals. Based on reflections and stakeholder feedback, the SIP is revised accordingly. When considering goals, action steps, and revisions of the SIP, all student achievement is considered, including all subgroups, such as L25, ELL, SWD, and economically disadvantaged students, such that all students move toward academic achievement.

### C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>11.4%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
School Enrollment	207	209	202	208	172	195				1,193
Absent 10% or more school days	1	5	9	3	4	5				27
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)					1					1
Course failure in Math			1		1					2
Level 1 on statewide ELA assessment				1	3	2				6
Level 1 on statewide Math assessment				1	2	0				3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1			2	5	2				10
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1	2		1					4

#### Current Year 2025-26

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

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

**Current Year 2025-26**

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

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

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	5	9	3	4	5				27
One or more suspensions										0
Course failure in English Language Arts (ELA)					1					1
Course failure in Math			1							1
Level 1 on statewide ELA assessment					2	1				3
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	2	3	1						7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	1							4

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

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

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

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

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	94	65	59	92	63	57	91	60	53
Grade 3 ELA Achievement	95	65	59	95	63	58	94	60	53
ELA Learning Gains	73	65	60	69	64	60			
ELA Lowest 25th Percentile	72	62	56	75	62	57			
Math Achievement*	96	72	64	93	69	62	90	66	59
Math Learning Gains	71	66	63	77	65	62			
Math Lowest 25th Percentile	68	59	51	74	58	52			
Science Achievement	92	63	58	90	61	57	87	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	81	66	63	77	64	61	79	63	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	82%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	742
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
82%	82%	89%	87%	77%		88%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	60%	No		
English Language Learners	81%	No		
Asian Students	83%	No		
Black/African American Students	77%	No		
Hispanic Students	81%	No		
Multiracial Students	91%	No		
White Students	89%	No		
Economically Disadvantaged Students	83%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	94%	95%	73%	72%	96%	71%	68%	92%					81%
Students With Disabilities	82%		62%		82%	15%							
English Language Learners	88%	94%	63%	75%	100%	63%	71%	94%					81%
Asian Students	94%		62%		100%	77%							
Black/African American Students	87%		70%		80%	70%							
Hispanic Students	93%	94%	70%	69%	96%	70%	64%	93%					78%
Multiracial Students	100%		93%		100%	71%							
White Students	96%	97%	79%	87%	97%	74%	83%	95%					89%
Economically Disadvantaged Students	94%	100%	60%		90%	65%		92%					80%

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	92%	95%	69%	75%	93%	77%	74%	90%					77%
Students With Disabilities	65%		58%		82%	75%							
English Language Learners	83%	95%	67%	69%	86%	77%	64%	64%					77%
Asian Students	94%				100%								
Black/African American Students	87%		69%		87%	69%							
Hispanic Students	92%	96%	68%	78%	92%	77%	72%	88%					72%
Multiracial Students	100%		69%		88%	77%							
White Students	93%	94%	70%	74%	96%	80%	78%	94%					88%
Economically Disadvantaged Students	87%	92%	61%	62%	85%	88%	79%	77%					68%

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	91%	94%			90%			87%					79%
Students With Disabilities	67%				57%			36%					
English Language Learners	81%	82%			81%			71%					81%
Asian Students	93%				100%								
Black/African American Students	70%				83%								
Hispanic Students	91%	93%			88%			90%					81%
Multiracial Students	89%				94%								
White Students	92%	100%			94%			80%					90%
Economically Disadvantaged Students	87%	94%			76%			71%					

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

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

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

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	95%	60%	35%	57%	38%
ELA	4	91%	59%	32%	56%	35%
ELA	5	94%	60%	34%	56%	38%
Math	3	98%	69%	29%	63%	35%
Math	4	92%	68%	24%	62%	30%
Math	5	95%	62%	33%	57%	38%
Math	6	100%	64%	36%	60%	40%
Science	5	92%	56%	36%	55%	37%

### III. Planning for Improvement

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

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

##### Most Improvement

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

---

The area of most improvement was ELA Learning Gains with a 4-percentage point increase in proficiency from 69% in 2024 to 73% in 2025 as determined by the FAST ELA PM3. Actions taken in this area included administrative data chats to review data and identify students' learning gain standings, teacher/student data chats to review individual student needs and set goals and strategies, and a fluid intervention program to address student learning needs.

##### Lowest Performance

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

---

The area of lowest performance was the Math Learning Gains of the L25 students with a 6-percentage point decrease in proficiency from 74% in 2024 to 68% in 2025 as determined by the FAST Math PM3. Contributing factors included limited time to provide small group instruction during the math instructional block in addition to limited time to provide math intervention. There was also a 6-percentage point decrease in general math learning gains from 77% in 2024 to 71% in 2025 which was consistent with the decrease in the L25 students. The data points show a need to improve overall strategies for math targeted and differentiated instruction, based on student individual needs.

##### Greatest Decline

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

---

The area of greatest decline from the prior year was Math Learning Gains, including that of the L25, with a 6-percentage point decrease from 77% in 2024 to 71% in 2025 and 74% in 2024 to 68% in 2025 for the L25 as determined by the FAST Math PM3. Contributing factors included limited time to provide small group instruction during the Math instructional block in addition to limited time to provide Math intervention. The data points show a need to improve overall strategies for Math targeted and differentiated instruction, based on student individual needs.

##### 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.

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Historically, the school has surpassed state performance in every area. The school's 2025 FAST data indicates 94% achievement in ELA compared to 59% for the state, 96% achievement in Math compared to 64% for the state, and 92% achievement in Science compared to 58% for the state. Contributing factors include a dual language, rigorous academic program and an extended school day.

### **EWS Areas of Concern**

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

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Student data and EWS indicate that areas of concern include substantial reading deficiencies and student attendance. There are currently 10 students with a substantial reading deficiency and 27 students with excessive absenteeism (90% or below) based on the 2024-2025 data. There are also 8 students with two or more indicators. Therefore, the ELA learning gains of the L25 students and attendance continue to be areas of concern and focus for the 2025-2026 school year.

### **Highest Priorities**

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

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- 1) Improve ELA learning gains of the L25 students.
- 2) Improve Math learning gains, particularly that of the L25.
- 3) Refine the academic and behavior referral process and provide adequate interventions as needed.
- 4) Improve school instructional practices for targeted and differentiated instruction.
- 5) Improve the attendance of students with excessive absences.

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

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

### Area of Focus #1

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

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

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

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According to the 2025 FAST PM3 data, 72% of L25 students in Grades 4 and 5 made learning gains in ELA as compared to 75% in 2024. That is a 3-percentage point decrease. The area of focus was selected based on the data and contributing factors. A major contributing factor to the decrease in learning gains of the L25 is that the school has a large percentage of students scoring at proficiency levels, and there are many Levels 3 and 4 students who remain proficient, but don't necessarily demonstrate a year's worth of growth. These students likely don't participate in intervention but do require targeted instruction.

The area of focus was identified because it is a goal of the school to ensure students grow academically year to year. To ensure ELA learning gains of L25 students, teachers will receive training in ongoing progress monitoring and data analysis to drive instruction and target students' individual needs. Intervention will be focused on ensuring academic growth for Tier 2 and Tier 3 students. Collaboration sessions will provide opportunities for teachers to share best practices in targeted instruction. Enrichment strategies will be provided for students with high proficiency levels so that they too make adequate learning gains.

#### Measurable Outcome

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

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If we successfully implement Ongoing Progress Monitoring (OPM), the percent of L25 students in Grades 4-5 making learning gains will increase by 2-percentage points from 72% in 2025 to 74% as indicated by the 2026 FAST ELA PM3 data.

#### Monitoring

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

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The area of focus will be monitored through administrative walkthroughs, progress monitoring, and administrative data chats. The administration will work with the PLST team to implement collaborative and best practices sessions. The administration will also monitor the implementation of the ELA intervention program.

**Person responsible for monitoring outcome**

Ana Alvarez-Armon, Principal

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

The evidence-based intervention being implemented is Ongoing Progress Monitoring (OPM). OPM is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM -percentage point drop in ELA L25 learning gains for Grades 4 and 5 from 2024 to 2025. If we implement OPM with fidelity, the percent of students making learning gains will improve by at least 2 percentage points to 74% in 2026.

**Rationale:**

Progress monitoring allows for the ongoing, frequent collection and use of formal student data to assess students' performance, quantify students' rate of improvement, and evaluate the effectiveness of instruction and intervention. Ongoing progress monitoring facilitates the process of data-driven decision making. Collecting and analyzing student data provides teachers with valuable information to guide and tailor instruction to meet students' individual needs.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Identify L25 students in ELA for each grade level.

**Person Monitoring:**

Ms. Xiomara Christian, Assistant Principal

**By When/Frequency:**

September 26, 2025

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

During grade level data chat meetings, teachers will review student data and identify the L25 students for their grade level. Grade level teams will develop a plan for instruction that includes intervention and strategies to ensure student academic growth between PM1 and PM2. Priority will be given to students' individual needs. As a result, students will demonstrate academic growth between PM1 and

PM2. The assistant principal will monitor the implementation of the action step through classroom walk-throughs and grade level meetings.

### **Action Step #2**

Utilize ELA 2025 PM3 data to identify areas in need of additional support.

#### **Person Monitoring:**

Ms. Xiomara Christian, Assistant Principal

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

September 26, 2025

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

Teachers will analyze the 2025 FAST PM3 data to develop an instructional plan that targets areas of need. Biweekly reading assessments will be used to monitor student progress and tailor the instruction as needed. The assistant principal will monitor the impact of the action step through classroom walk-throughs and grade level meetings.

### **Action Step #3**

Utilize data to form instructional groups.

#### **Person Monitoring:**

Ms. Xiomara Christian, Assistant Principal

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

September 26, 2025

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

Teachers will utilize the collected data to form instructional groups and identify target lessons for each group. The assistant principal will monitor the impact of the action step through classroom walkthroughs and grade level meetings.

### **Action Step #4**

Data Chats

#### **Person Monitoring:**

Ana Alvarez-Armon, Principal

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

January 16, 2026 (Quarterly)

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

Following the administration of ELA FAST PM1 and i-Ready AP1, teachers will meet with students for individual data chats and with the administration for grade level data chats. During the data chats, the students and teachers will identify areas for improvement and set goals for teaching and learning, specifically looking at domains where students are working below grade level. As a result, students will demonstrate academic growth between PM1 and PM2 and AP1 and AP2. The implementation of this action step will be monitored by the administration.

### **Action Step #5**

Magnetic Reader

#### **Person Monitoring:**

Ana Alvarez-Armon, Principal

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

January 16, 2026 (Daily)

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

Teachers will use the newly collected data to adjust instructional groups and use the instructional resource Magnetic Reader to provide targeted instruction. As a result, students will demonstrate academic growth between PM1 and PM2 and AP1 and AP2. The implementation of this action step will be monitored by the administration during walk throughs.

### **Action Step #6**

Data Chats

**Person Monitoring:**

Ms. Ana Alvarez-Arison, Principal

**By When/Frequency:**

May 22, 2026 (Quarterly)

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

Following the administration of ELA FAST PM2 and i-Ready AP2, teachers will meet with students for individual data chats and with the administration for grade level data chats. During the data chats, students and teachers will identify areas of success and areas for improvement as well as set goals for teaching and learning during the period remaining until the FAST PM3. More specifically, teachers will identify standards yet to be mastered to ensure student learning gains and individual plans will be developed. As a result, students will demonstrate academic growth between PM2 and PM3. The implementation of this action step will be monitored by the administration.

**Action Step #7**

Focused Interventions Based on Results of PM2 and AP2

**Person Monitoring:**

Ms. Ana Alvarez-Arison, Principal

**By When/Frequency:**

May 22, 2026 (Daily)

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

Based on the results of the ELA FAST PM2 and i-Ready AP2, teachers will refine intervention groups and develop fluid instructional groups focused on the standards students need improvement on. As a result, students will demonstrate academic growth between PM2 and PM3. The implementation of this action step will be monitored by administration.

**Area of Focus #2**

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

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

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

According to the 2025 FAST PM3 data, 68% of L25 students in Grades 4 and 5 made learning gains in Math as compared to 74% in 2024. That is a 6-percentage point decrease. Similarly, 71% of Grades 4 and 5 students made learning gains in math in 2025 as compared to 77% in 2024. That is also a 6-percentage point decrease. The area of focus was selected based on the data and contributing factors. A major contributing factor to the decrease in learning gains of the L25 is that the school has a large percentage of students scoring at proficiency levels, and there are many Levels 3 and 4 students who remain proficient, but don't necessarily demonstrate a year's worth of growth. Other contributing factors include limited implementation of differentiated instruction during math.

The area of focus was identified because it is a goal of the school to ensure students grow academically year to year. To ensure learning gains in math, particularly of L25 students, teachers will use flexible, strategic grouping of students during the math instructional block. Addressing students'

individual needs through small group, targeted instruction will contribute to student growth in math.

### **Measurable Outcome**

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

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If we successfully implement Flexible/Strategic Grouping during the math block, then the percent of students making learning gains in Grades 4-5 will increase by 2-percentage points from 71% in 2025 to 73% in the 2026 as evidenced by the FAST Math PM3.

### **Monitoring**

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

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The area of focus will be monitored through administrative walkthroughs, progress monitoring, and administrative data chats. The administration will work with the PLST team to implement collaborative and best practices sessions related to flexible grouping during the math block.

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

Ana Alvarez-Arison, Principal

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

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

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

The evidence-based intervention that will be implemented is informally grouping and regrouping students. Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning, but grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction. Student-led groups take many forms, but share a common feature—that students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning.

#### **Rationale:**

Flexible/Strategic Grouping allows differentiated instruction (DI) to occur, maintaining students engaged in by providing activities that respond to their individual needs and strengths.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Identify L25 students based on the 2025 FAST PM3 Mathematics.

**Person Monitoring:**

Ms. Xiomara Christian, Assistant Principal

**By When/Frequency:**

September 26, 2025

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

During grade level data chat meetings, teachers will review student data and identify Math L25 students. Grade level teams will develop a plan for differentiated instruction during flexible grouping that will target student individual needs. As a result, students will demonstrate academic growth between PM1 and PM2. The assistant principal will monitor the implementation of the action step through classroom walk-throughs and grade level meetings.

**Action Step #2**

Identify L25 students who did not make learning gains as indicated by the 2025 FAST Math PM3.

**Person Monitoring:**

Ms. Xiomara Christian, Assistant Principal

**By When/Frequency:**

September 26, 2025

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

During grade level data chat meetings, teachers will review student data and identify the L25 students for their grade level who did not make learning gains. Grade level teams will develop a plan for differentiated instruction during flexible grouping that will target student individual needs. As a result, students will demonstrate academic growth between PM1 and PM2. The assistant principal will monitor the implementation of the action step through classroom walk-throughs and grade level meetings.

**Action Step #3**

Implement flexible grouping and differentiated instruction during the math block.

**Person Monitoring:**

Ms. Xiomara Christian, Assistant Principal

**By When/Frequency:**

September 26, 2025

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

Grade level teams will plan for flexible grouping during the math instructional block to provide differentiated instruction based on student needs. The flexible grouping time will include time for remediation and enrichment. The assistant principal will monitor the implementation of the action step through classroom walk-throughs and grade level meetings.

**Action Step #4**

Data Chats

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

Ana Alvarez-Arison, Principal

January 16, 2026 (Quarterly)

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

Following the administration of Math FAST PM1 and i-Ready AP1, teachers will meet with students for individual data chats and with the administration for grade level data chats. During the data chats, the students and teachers will identify areas for improvement and set goals for teaching and learning, specifically domains where students are performing below grade level. As a result, students will demonstrate academic growth between PM1 and PM2 and AP1 and AP2. The implementation of this action step will be monitored by the administration.

**Action Step #5**

Push-in Support

**Person Monitoring:**

Ana Alvarez-Arison, Principal

**By When/Frequency:**

January 16, 2026 (Daily)

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

Support personnel will provide push-in support for the L25 students during the math block. Using collected data from baseline assessments and progress monitoring, the support personnel will work directly with the students to assist them in mastering the standards. As a result, students will demonstrate academic growth between PM1 and PM2 and AP1 and AP2. The implementation of this action step will be monitored by the corresponding grade level assistant principals.

**Action Step #6**

Data Chats

**Person Monitoring:**

Ms. Ana Alvarez-Arison, Principal

**By When/Frequency:**

May 22, 2026 (Quarterly)

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

Following the administration of MATH FAST PM2 and i-Ready AP2, teachers will meet with students for individual data chats and with the administration for grade level data chats. During the data chats, students and teachers will identify areas of success and areas for improvement as well as set goals for teaching and learning during the period remaining until the FAST PM3. More specifically, teachers will identify standards yet to be mastered to ensure student learning gains and individual plans will be developed. As a result, students will demonstrate academic growth between PM2 and PM3. The implementation of this action step will be monitored by the administration.

**Action Step #7**

Focused Interventions Based on Results of PM2 and AP2

**Person Monitoring:**

Ms. Ana Alvarez-Arison, Principal

**By When/Frequency:**

May 22, 2026 (Daily)

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

Based on the results of the MATH FAST PM2 and i-Ready AP2, teachers will refine intervention groups and develop fluid instructional groups focused on the standards students need improvement on. As a result, students will demonstrate academic growth between PM2 and PM3. The implementation of this action step will be monitored by administration.

## IV. Positive Learning Environment

### Area of Focus #1

Student Attendance

#### Area of Focus Description and Rationale

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

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The percentage of students with 11 or more absences decreased 6 percentage points from 25% in 2023-2024 to 19% in 2024-2025. Student daily attendance directly impacts student achievement. School data indicates an increase in student achievement as indicated by the FAST ELA and Math PM3 as well as the Science State Assessment. The area of focus was selected to continue to improve student attendance, particularly among students with excessive absences.

The area of focus was identified as a crucial area because it is recognized that chronic student absenteeism reduces the teacher's ability to provide learning opportunities. Students who attend school regularly achieve higher levels of academic growth than students who do not have regular attendance. Poor attendance also has other serious implications, such as increased dropout rates and negative student behavior. To improve student attendance, a schoolwide Attendance Action Plan and Attendance Agreement will be implemented.

#### Measurable Outcome

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

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If we consistently implement the Attendance Action Plan and other attendance related strategies and incentives, the percent of students with more than 11 absences or more will decrease from 19% in 2025 to 17% in 2026, as determined by daily student attendance records.

#### Monitoring

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

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The administration will work with teachers and counselors to monitor student attendance closely. Using the Attendance Action Plan, a tiered system of support for student attendance will be implemented. A team consisting of an administrator, counselors, magnet lead teacher, and other leadership team members, will meet regularly to monitor student attendance, communicate with parents, and implement strategies for continued improvement. An incentive plan for student attendance will be implemented. A system to ensure parents are contacted after three absences and

a referral system for students with five or more unexcused absences will also be implemented.

**Person responsible for monitoring outcome**

Ms. Ana Alvarez-Armon, Principal

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

The evidence-based intervention being implemented is Strategic Attendance Initiatives which entails close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance. The Strategic Attendance Initiative will be implemented in the form of an Attendance Action Plan. The Attendance Action plan will improve schoolwide attendance and the attendance of students with 11 or more absences. The plan will also target the projected 27 students with attendance below 90% for the 2025-2026 school year. The attendance team will work to monitor those students and any other students who show signs of chronic absenteeism. Those students' academic progress will also be closely monitored.

**Rationale:**

Student attendance is directly correlated with student achievement. A missed school day is a lost opportunity for learning. Research indicates students who attend school regularly achieve at higher levels whereas irregular attendance stunts student academic growth and can ultimately lead to increased dropout rates and serious behavior issues.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Student Attendance Policy and Agreement

**Person Monitoring:**

Ms. Laura Moran

**By When/Frequency:**

September 26, 2025

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

The Student Attendance Policy and Contract includes District policies and referral information. Students and parents are required to sign the agreement. Teachers will keep the agreements on file and will refer to the agreements if necessary. Consequences for excessive absences will include a referral after five unexcused absences and possible probation in the magnet program. Incentives will also be offered for regular attendance. As a result, there will be improved schoolwide student attendance.

**Action Step #2**

Schoolwide Attendance Action Plan

**Person Monitoring:**

Ms. Laura Moran

**By When/Frequency:**

September 26, 2025

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

The Attendance Action Plan was developed during the 2024-2025 school year and proved effective in improving student attendance. Therefore, the plan will be implemented again to continue to improve attendance. As part of the plan, an attendance incentive plan was developed and shared with teachers and students. Teachers follow up after a student has been absent for three days, and a referral is processed after five unexcused absences, which includes contacting the parent. As part of the Tiered System of Support, counselors meet with students with excessive absences. As a result, there will be improved schoolwide student attendance. The counselors and assistant principal will monitor student attendance closely.

**Action Step #3**

Attendance Incentive Plan

**Person Monitoring:**

Ms. Christy Santi

**By When/Frequency:**

September 26, 2025

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

The attendance incentive plan will be re-introduced by the counselors to teachers and students to recognize classes with 100% attendance and zero tardies. The classes will be recognized during morning announcements. The plan will consist of a system in which teachers build the words P-E-R-F-E-C-T-A-T-T-E-N-D-A-N-C-E, at which time the class will receive a reward. As a result, students will be motivated to be present and on time every single day.

**Action Step #4**

Data Chats

**Person Monitoring:**

Ana Alvarez-Armon, Principal

**By When/Frequency:**

January 16, 2026 (Quarterly)

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

Individual student attendance information will be included as part of the individual student data chats. As a result, students will receive specific information about their attendance and set goals to improve it, if necessary. The implementation of this action step will be monitored by the corresponding grade level assistant principals.

**Action Step #5**

Perfect Attendance Recognitions

**Person Monitoring:**

Laura Moran, Assistant Principal

**By When/Frequency:**

January 16, 2026 (Quarterly)

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

Following the end of the first grading period, the counselors will recognize students with perfect attendance during morning announcements. As a result, students will be incentivized to improve their attendance. The implementation of this action step will be monitored by the administration.

**Action Step #6**

Perfect Attendance Recognitions in Honor Roll Assemblies

**Person Monitoring:**

Ms. Ana Alvarez-Armon, Principal

**By When/Frequency:**

May 22, 2026 (Quarterly)

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

During the midyear and end-of-year Honor Roll assemblies, students who have achieved perfect attendance during the 1st, 2nd, and/or 3rd marking periods will receive perfect attendance certificates. As a result, students will be incentivized to continue to improve their attendance. The implementation of this action step will be monitored by the administration.

**Action Step #7**

Attendance Information as part of Data Chats

**Person Monitoring:**

Ms. Ana Alvarez-Armon

**By When/Frequency:**

May 22, 2026 (Quarterly)

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

During the individual student data chats following PM2 and AP2, teachers will include attendance data as part of the conversation with individual students, helping to make students accountable for their attendance. As a result, students will continue to take ownership of and improve their own attendance. The implementation of this action step will be monitored by the administration.

**Area of Focus #2**

Positive Behavior and Intervention System (PBIS)

**Area of Focus Description and Rationale**

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

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According to the 2024-2025 SIP Climate Survey, 85% of the faculty expressed that when students exhibit Early Warning Indicators (EWI) or disruptive behavior, they are provided interventions all or some of the time. Interventions for EWI and behaviors are essential to ensure student success. Factors that interrupt or prevent student learning need to be minimized.

The area of focus was identified as a crucial need because when proper interventions are provided, for academic, social, and emotional growth, students' likelihood of success increases.

**Measurable Outcome**

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

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If we implement a consistent behavior intervention system, the percent of teachers expressing that when students exhibit EWI or disruptive behavior, they are provided with interventions all or most of the time, will increase from 85% in 2025 to 90% in 2026.

**Monitoring**

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

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The administration will work with the counselors, magnet lead teacher, and SPED coordinator to develop a behavior intervention and incentive plan with a tiered system for addressing behaviors and EWI. It will be monitored by the assistant principals through student case management forms, FAB/ SE-BIPs, and behavior logs.

**Person responsible for monitoring outcome**

Ms. Ana Alvarez-Armon

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

The evidence-based intervention being implemented is Collective Efficacy. Collective Efficacy can be seen as a staff's shared belief that through their collective action, they can positively influence student outcomes and achievement. In fact, research indicates that collective efficacy is the number one factor influencing student achievement.

**Rationale:**

Disruptive student behavior can seriously impede student achievement. If the staff works closely to ensure all necessary interventions are provided for students with disruptive behaviors and/or EWI and follow a protocol for addressing the needs of the students, then those students will have a better likelihood of succeeding in school.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Referral Protocol System

**Person Monitoring:**

Ms. Xiomara Christian, Assistant Principal

**By When/Frequency:**

September 26, 2025

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

An Academic and Behavior Referral Protocol for the school will be established and shared with all teachers. When a teacher has an academic progress or behavior concern about a student, she/he will follow the protocol (completing and submitting Sunset Elementary Student Services Form that is

found on our school Schoology page) in order to provide the student with the necessary interventions. As a result, students requiring interventions will receive them in a timely fashion.

### **Action Step #2**

Streamlining of Student Services Team's Schedules and Responsibilities

#### **Person Monitoring:**

Ms. Xiomara Christian, Assistant Principal

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

September 26, 2025

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

The schedules and responsibilities of the student services team, including the counselors, mental health coordinator, and SPED coordinator, will be reviewed and streamlined to allow for better response to teachers' concerns regarding student academic progress and behavior concerns. As a result, the student services team will be accessible to provide the required services and interventions for the students.

### **Action Step #3**

SPED Coordinator IEPs and FAB/SE-BIPs Services

#### **Person Monitoring:**

Ms. Xiomara Christian, Assistant Principal

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

September 26, 2025

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

The SPED coordinator will coordinate and implement child-specific interventions for students with IEPs and FAB-SE/BIPs requiring support for behavior. The action step will be monitored by the assistant principal/LEA as part of the weekly student services meeting. As a result, students will receive the required behavior intervention plan.

### **Action Step #4**

Anti-bullying Presentations

#### **Person Monitoring:**

Xiomara Christian, Assistant Principal

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

January 26, 2026 (Weekly)

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

In an effort to continue to work toward improved student behavior, the counselors will provide preventive, proactive visits to classrooms to share anti-bullying presentations with all classes. As a result, student behavior will improve. The implementation of this action step will be monitored by the administration.

### **Action Step #5**

Cafeteria Behavior Plan

#### **Person Monitoring:**

Xiomara Christian, Assistant Principal

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

January 16, 2026 (Daily)

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

A new cafeteria behavior plan will be implemented that will indicate to students and teachers the behavior status for each individual class throughout lunch. Classes with the best behavior will be able to display a recognition symbol in their classrooms. As a result, student cafeteria behavior will improve and student behavior incidents that occur or start during lunch time will decrease. The implementation of this action step will be monitored by cafeteria supervising monitors and the administration.

**Action Step #6**

Individual student reflections in Cafeteria

**Person Monitoring:**

Ms. Xiomara Christian, Assistant Principal

**By When/Frequency:**

May 22, 2026 (Daily)

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

As part of the cafeteria plan, individual students who display a disruptive behavior during lunch time will complete a reflection of the behavior and its impact. This step is intended to make students responsible for their individual cafeteria behavior in addition to the incentive plan that has been put in place for classes. As a result, students who break the cafeteria rules will be held accountable for their behavior. The implementation of this action step will be monitored by the cafeteria supervising monitors and the administration.

**Action Step #7**

Fifth Grade Level Meeting and Classroom Follow-up Visitations

**Person Monitoring:**

Ms. Ana Alvarez-Arison, Principal

**By When/Frequency:**

May 22, 2026 (Weekly)

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

In an effort to reduce future discipline incidents among fifth grade students (which are common during the second half of the year), the administration will proactively meet with the fifth grade students and review the school rules, including possible consequences. The behavior contract signed at the beginning of the year will also be reviewed. The assistant principal will also conduct classroom visitations for follow-up conversations with students regarding brewing behavior issues. As a result, the number of discipline incidents will be reduced. The implementation of this action step will be monitored by the administration.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

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No Answer Entered

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

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

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

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No Answer Entered

#### Plans to Strengthen the Academic Program

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

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No Answer Entered

#### How Plan is Developed

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

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

No Answer Entered

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## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

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

#### Improving Student's Skills Outside the Academic Subject Areas

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

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

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

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

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

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No Answer Entered

#### Professional Learning and Other Activities

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

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No Answer Entered

#### Strategies to Assist Preschool Children

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

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

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

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No Answer Entered

### Specifics to Address the Need

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

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No Answer Entered

## VII. Budget to Support Areas of Focus

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

**No**

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