

Miami-Dade County Public Schools

# BUNCHE PARK ELEMENTARY SCHOOL



## 2024-25 Schoolwide Improvement Plan

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# School Board Approval

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

## SIP Authority

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

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

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

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

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Bunche Park Elementary's mission is to provide a structured, data-driven and rigorous curriculum that ensures that all students share in the ownership of their learning and demonstrate improvement in academic and social performance annually. Bunche Park Elementary's core values include: Excellence: all students can be successful learners, Equity: professional staff development enhances a quality school, Citizenship: parent and community involvement enables students achievement, and Integrity: a safe and secure environment is essential. Provide the school's vision statement.

### Provide the school's vision statement

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The vision of Bunche Park Elementary is to become a community of learners where students embrace every opportunity to learn in a safe, nurturing environment, utilizing creative, innovative instructional strategies, by highly qualified teachers. Bunche Park students will become resourceful, self-assured individuals who possess strong academic skills, problem-solving abilities and communication skills necessary to face the future challenges of our society.

## 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

Jacqueline Lewis

#### Position Title

Principal

#### Job Duties and Responsibilities

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Responsible for overseeing the instructional program, financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters.

## Leadership Team Member #2

**Employee's Name**

Meisha Griffith

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Assists the principal with implementing, monitoring, and sharing the priority actions, that are outlined in the School Improvement Plan, with stakeholders throughout the school year. Additionally, Ms. Griffith assists the principal with monitoring the areas of Student Achievement, Instructional Leadership, Organizational Leadership, Professional and Ethical Behavior, School Operations, Personnel, and Exceptional Student Education (ESE) and English Language Learners (ELL) compliance. Ms. Griffith conducts collaborative planning with kindergarten through fifth grade Mathematics, Science and Social Studies teachers to ensure instructional planning, delivery and assessments are aligned, to review student data, and to plan for instruction and remediation. Ms. Griffith monitors lesson plans to address areas of concern such as: student engagement, the completion of essential labs, providing students with corrective feedback and the delivery of scaffolded/explicit instruction.

## Leadership Team Member #3

**Employee's Name**

Marion Hart

**Position Title**

School Counselor

**Job Duties and Responsibilities**

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1. Help students attain an optimum level of personal and social adjustment.
2. Consult with parents, teachers, administrators, and supporting agencies concerning the needs and abilities of students.
3. Ensure that all activities conform to district guidelines.
4. Communicate effectively with all members of the school district and community.
5. Work effectively with community organizations.
6. React to change productively and handle other tasks as assigned

## Leadership Team Member #4

**Employee's Name**

Lawana Parrott

**Position Title**

Reading Coach

**Job Duties and Responsibilities**

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1. Develop positive and supportive relationships with classroom teachers, specialized professionals, the leadership team.
2. Work with the leadership team to determine the focus of the district's professional learning and then work with the team to design, prepare, and deliver large and small-group professional learning to appropriate audiences.
3. Provide team level and individual coaching to ensure that instructional practices are aligned with the curriculum, with student assessment data, and with the district's commitment to engaged learning.
4. Provide coaching in the form of modeling, co-planning, coteaching, observing, and conferencing to support individual teachers as they strive to enhance their practice and their students' learning.
5. Assist in the development of intervention procedures and strategies for students who need additional instructional support.
6. Develop a system to document all activities with the intention of building a schedule that maximizes time with teams and individual teachers. Review and revise the schedule on a quarterly basis.
7. Enhance coaching skills through attendance at/ participation in various learning experiences such as conferences, workshops, summer institutes.

**Leadership Team Member #5****Employee's Name**

Anitra Tarpley

**Position Title**

K-12 Teacher

**Job Duties and Responsibilities**

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1. Responsible for teaching children about basic fundamentals, like numbers, color and shapes, helping children build their social skills and keeping the classroom clean and safe for all of the students and Teachers.
2. Using creative, hands-on methods of learning, such as artistic expression, free play, and storytelling.
3. Planning a curriculum that addresses early childhood education requirements.
4. Encouraging and monitoring social interactions between children.

## 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.*

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The school leadership team (SLT), teachers and school staff, utilized various information and data points to create the SIP. Administrators and school leaders gave an overarching perspective on the school's mission, vision, and overall goals. These insights guided the alignment of the improvement plan with the school's strategic direction. Administrators also provided insights into budgeting, resource allocation, and logistical considerations. Teachers gave valuable insights into the classroom dynamics, curriculum, and teaching methodologies. Parents offered perspectives on their children's learning experiences, needs, and challenges through surveys.

### 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))

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The School Leadership Team (SLT) will be responsible for monitoring the implementation of the SIP. This team consist of administrators, school counselor, academic coaches and teachers. The SLT will review the data and progression towards steps on a biweekly basis with a follow-up with the staff and other stakeholders during our monthly faculty and ESSAC meeting



## D. Demographic Data

<b>2024-25 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>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>99.2%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 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) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: A* 2021-22: B 2020-21: 2019-20: C</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	3	6	9	5	4				27
One or more suspensions	0	0	0	0	1	1				2
Course failure in English Language Arts (ELA)	0	3	12	12	2	1				30
Course failure in Math	0	1	5	7	2	1				16
Level 1 on statewide ELA assessment				4	6	8				18
Level 1 on statewide Math assessment				3	6	7				16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		26	19	24						69
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		11	12	9	3					35

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	15	16	17	10	11				69

#### 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		3		4						7
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		9	11	13	9	15				57
One or more suspensions										0
Course failure in ELA			15	13	5					33
Course failure in Math			4	2						6
Level 1 on statewide ELA assessment				1	4	9				14
Level 1 on statewide Math assessment				1	7	13				21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		15	20	18						83

**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			5	8	7	12				32

**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				2						2
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

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 *	57	63	57	61	60	53	46	62	56
ELA Grade 3 Achievement **	62	63	58	73	60	53			
ELA Learning Gains	60	64	60				65		
ELA Learning Gains Lowest 25%	60	62	57				56		
Math Achievement *	63	69	62	65	66	59	48	58	50
Math Learning Gains	73	65	62				69		
Math Learning Gains Lowest 25%	80	58	52				75		
Science Achievement *	45	61	57	83	58	54	51	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	39	64	61		63	59	50		

\*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	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	539
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	71%	58%	36%		56%	54%

\* 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	62%	No		
Black/African American Students	56%	No		
Hispanic Students	72%	No		
Economically Disadvantaged Students	61%	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	66%	No		
Black/African American Students	66%	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%
Hispanic Students	82%	No		

Economically  
Disadvantaged  
Students

72%

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	67%	No		
English Language Learners	50%	No		
Native American Students				
Asian Students				
Black/African American Students	60%	No		
Hispanic Students	57%	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%
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	59%	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	57%	62%	60%	60%	63%	73%	80%	45%					39%
Students With Disabilities	30%	42%	41%		53%	59%							
English Language Learners			64%			82%							39%
Black/African American Students	52%	64%	51%	50%	55%	70%	73%	36%					
Hispanic Students	74%		79%		87%	79%							41%
Economically Disadvantaged Students	59%	67%	58%	50%	64%	70%	70%	50%					

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	61%	73%			65%			83%					
Students With Disabilities	64%	64%			70%								
Black/African American Students	58%	69%			59%			76%					
Hispanic Students	74%				89%								
Economically Disadvantaged Students	65%	73%			68%			82%					

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.
All Students	46%		65%	56%	48%	69%	75%	51%		
										50%
Students With Disabilities	54%		74%	60%	62%	74%		75%		
English Language Learners										50%
Native American Students										
Asian Students										
Black/African American Students	47%		67%	57%	45%	70%	77%	54%		
Hispanic Students	43%		57%		62%	67%				
Multiracial Students										
Pacific Islander Students										
White Students										
Economically Disadvantaged Students	48%		66%	56%	47%	68%	75%	53%		

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	53%	56%	-3%	55%	-2%
Ela	4	46%	55%	-9%	53%	-7%
Ela	5	48%	56%	-8%	55%	-7%
Math	3	55%	65%	-10%	60%	-5%
Math	4	55%	62%	-7%	58%	-3%
Math	5	58%	59%	-1%	56%	2%
Science	5	39%	53%	-14%	53%	-14%

### 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 component that showed the most improvement is Math. Math proficiency increased from 60% to 62%, with students' learning gains at 72% and the students in the Lowest 25% (L25) achieving an impressive 85%.

Several strategic actions contributed to this significant improvement in math performance:

##### 1. Collaborative Efforts:

- Teachers worked closely with administrators to ensure a cohesive approach to math instruction.
- The addition of a math teacher leader played a crucial role by collaborating with K-5 teachers to ensure instruction was standards-based and aligned across grade levels.

##### 2. Utilization of Tools and Resources:

- PowerBi was used for data analysis and to track student progress.
- IXL provided personalized learning experiences, allowing students to practice and master math skills.
- Regular reviews of topic assessments helped identify areas where students needed additional support.

##### 3. Instructional Shifts and Remediation:

- Teachers made instructional shifts as needed, based on data insights, to better address students' learning needs.
- Remediation sessions were provided to help students catch up on specific skills they struggled with.

##### 4. Special Area Teachers' Contributions:

- Special area teachers supported math learning by drilling students on multiplication facts, reinforcing foundational skills.
- They also integrated i-Ready and IXL math lessons into their classes, providing additional practice opportunities.

These comprehensive efforts, combined with a focused and collaborative approach, have significantly contributed to the improvement in math proficiency and learning gains. The dedication of both the

core and special area teachers has played a vital role in supporting student success in mathematics.

### **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 is Science. Fifth grade students' science scores declined significantly in the recent assessments.

Several factors contributed to the decline in science scores:

**1. Change in Test Administration:**

- The 2022-2023 FCAT Science test was administered in a paper-based format, whereas the current 5th graders took a computer-based assessment. This shift in testing format may have impacted student performance due to varying levels of familiarity and comfort with the testing medium.

**2. Proficiency and Content Struggles:**

- Current 5th graders demonstrated a proficiency rate of 51% in Science, which is notably lower than the 72% proficiency in English Language Arts (ELA).
- Students particularly struggled with the Nature of Science and Life Science components, indicating specific areas where additional instructional focus is needed.

**3. Inconsistency and Rushed Testing:**

- Students who were identified as proficient based on their performance on topic assessments showed inconsistency during the actual science test.
- Many students rushed through the computer-based assessment, which likely contributed to lower accuracy and overall performance.

### **Trends:**

- The decline in science scores suggests a need for targeted interventions in both instructional practices and test preparation strategies.
- The disparity between ELA and Science proficiency indicates that while students may have



strong language skills, they need more support in developing scientific understanding and analytical skills.

**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 is Science.

Science data usually relies heavy on the top 45% of students in ELA, however the top 45% of students in English Language Arts (ELA) demonstrated a notable gap in their achievement compared to the science proficiency standards. This discrepancy suggests that while these students were excelling in ELA, they may have been facing challenges or limitations in their science understanding and application.

The contributing factors included:

1. The transition from a paper-based to a computer-based test format may have posed challenges for some students, impacting their performance. There may have been a sense of rushing during the computer-based test, leading to errors or incomplete answers.
2. The transition from a paper-based to a computer-based test format may have impacted the performance of Self-contained Autistic students, who are on standard curriculum.
3. Absenteeism, late arrivals, and early departures among 5th-grade students could have negatively affected their learning and preparation for the test.
4. The use of 5th grade Edusmart Intervention/Remediation was not fulfilled with fidelity. This could have also caused the decline in performance.

**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 that showed the greatest decline is in Science. Teachers in grades K-5 were inconsistent with attending common planning to ensure that instructional planning, delivery, assessments, and remediation were data and standard aligned.

Teachers did not utilize differentiated instruction and bell ringers with fidelity.

Additionally, Science teachers failed to begin remediation earlier in the school year and as a result specific students were not targeted for proficiency until after the mid year

### **EWS Areas of Concern**

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

---

One area of concern is student attendance, specifically students with siblings in the intermediate grades. Parents with children in Pre-K through First grade would tend to pick up the older sibling during the 1:50 p.m. dismissal. Although meetings were conducted with teacher, counselor, and administration to address these concerns, parents continued to defy requests and insisted there was a hardship due to lack of childcare. Transportation and student illnesses also impacted attendance, which in turn affected student performance with classwork.

Another area of concern is the number of level 1 and 2 students with substantial reading deficiencies in grades 3-5 who are two to three grade levels behind.

### **Highest Priorities**

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

---

1. Science proficiency
2. Student attendance
3. ELA Proficiency
4. ELA Learning Gains
5. Staff attendance

## 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 Science

#### Area of Focus Description and Rationale

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

---

According to the 2023-2024 report, an eye-opening statistic emerged: only 45% of the 5th grade students demonstrated proficiency in grade 5 science. This number falls short when compared to the state average of 53% and the district average of 53%. Upon closer examination, several factors contributed to this disparity. Fifth grade students' science scores declined significantly due to the recent change in the administration of the Science test. Whereas the current 5th graders were at 45% proficiency and struggled with Nature of Science and Life Science. Students who were identified for proficiency based on their performance on topic assessments were inconsistent with testing and rushed through the computer based assessment.

#### Measurable Outcome

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

---

With the implementation of Data-Driven Instruction, an additional 5% (for a total of 50%) of the 5th grade leveled students will score at or above grade level in the area of Science by 2024-2025 state assessment.

#### Monitoring

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

---

The SLT will monitor through assessments, data chats, topic assessments, and student product reviews.

#### Person responsible for monitoring outcome

Meisha Griffith

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Within the Targeted Element of Science, our school will focus on the Evidence-based Intervention of: Data-Driven Instruction. Data-Driven Instruction will assist the leadership team and teachers with developing systems and protocols that utilize data to drive instructional decisions.

**Rationale:**

Data-Driven instruction is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, and differentiating instruction.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Description of Intervention #2:**

Effective Questioning and Response Techniques are an important part of classroom instruction which is used to develop higher-order thinking skills, promote critical thinking, and/or gauge whether students understand what is being taught (formative assessment).

**Rationale:**

The Evidence-based strategy of Effective Questioning and Response Techniques was chosen because Using Effective Questioning and Response Techniques in science is crucial. It promotes a deeper understanding by encourages students to think critically and explore concepts more deeply. It encourages active engagement, identifies misconceptions, develops critical thinking skills. Science is not just about memorizing facts; it involves analyzing, evaluating, and synthesizing information. Effective questioning fosters these skills by challenging students to justify their answers, explore different perspectives, and make evidence-based conclusions. Overall, employing effective questioning and response techniques in science education helps create a more engaging, interactive, and supportive learning environment, ultimately leading to a deeper and more meaningful understanding of scientific concepts.

**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**

Focus Calendars

**Person Monitoring:**

Meisha Griffith

**By When/Frequency:**

August 19 -September 27/Bi-Weekly

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

Creating a focus calendar with testing dates, data chats, quarterly assessments, and topic assessments. Administrators will conduct walk-throughs with specific qualitative look-Fors and provide corrective feedback.

### **Action Step #2**

Cross Curriculum Calendar

**Person Monitoring:**

Lawana Parrott

**By When/Frequency:**

August 19-September 27 /Monthly

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

Develop a cross-curricular calendar after cross checking science and ELA pacing guides to find an alignment with ELA lessons that correlate with science to maximize student learning.

### **Action Step #3**

Interactive Journals

**Person Monitoring:**

Meisha Griffith

**By When/Frequency:**

August 29 -September 27/Weekly

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

Interactive journals will be implemented in all K-5 science classrooms to enhance student engagement, deepen understanding of scientific concepts, and provide a platform for reflective learning. These journals will be used for a variety of activities, including note-taking, drawing diagrams, recording observations, conducting experiments, and reflecting on learning. Interactive notebooks should include journal dividers. As a result, the students will have an organized place for anchor charts, labs and essential questions which will help them with their science scores.

## **Area of Focus #2**

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

### **Instructional Practice specifically relating to Intervention**

#### **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.

---

Students in need of additional support are required to receive instructional interventions daily. Interventions prevent students from falling behind and reduce the need for special education services.

Bunche Park Elementary School will implement Intervention as directly related to ELA in Grades 3-5. According to the 2024 FAST Assessment proficiency data, 57 % of our 3-5 students were proficient in ELA, ELA Learning gains were 60% and L25 LG's were 60%. Academic interventions provide early and intensive support to students who are not meeting grade-level expectations. Due to the reintroduction of Learning Gains and Lowest 25% on the FAST, Bunche Park students will need specific intervention instruction through a set of steps to target academic student needs. Academic

Interventions create a safe and nurturing environment for students to learn and grow, and they foster positive relationships with teachers and peers.

Intervention encourages higher-order thinking skills by offering varied and challenging learning experiences. It promotes critical thinking, problem-solving, and creativity by engaging students in tasks that align with their abilities and interests, allowing them to apply and extend their knowledge in meaningful ways.

**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.

---

The specific measurable outcome Bunche Park plans to achieve is to improve academic performance on the FAST statewide assessments. If we successfully provide the interventions, then the overall proficiency levels for ELA will remain at 57% and the L25% category will increase by 5% points.

**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.

---

It will be monitored through administrative classroom walkthroughs to ensure interventions take place daily. Administration and reading coach will also, review student work products, intervention trackers and digital component to monitor the implementation of benchmark aligned activities in interventions.

**Person responsible for monitoring outcome**

Lawana Parrott

**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:**

Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

**Rationale:**

Early intervention helps identify and address reading challenges before they become more severe. Interventions can be tailored to individual requirements, offering targeted support that addresses

specific areas of difficulty, such as phonemic awareness, vocabulary, fluency, or comprehension. By improving reading abilities through intervention, students are better equipped to engage with and excel in other areas of their education. Effective interventions can build confidence by providing the support needed to improve their skills, leading to increased motivation and a more positive attitude towards reading. Interventions help ensure that all students, regardless of their background or initial skill level, can succeed. This support is crucial for closing achievement gaps and providing equitable educational opportunities for all students. Overall, reading interventions play a vital role in helping students develop essential literacy skills, address specific challenges, and achieve academic and personal success.

**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**

Effective Intervention instruction taking place.

**Person Monitoring:**

Lawana Parrott

**By When/Frequency:**

Beginning August 29-September 27/Daily

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

Data Analysis and Assessment: Collect and analyze student assessment data from the previous year. Identify specific learning gaps and areas of improvement in ELA. Group students based on data (Tier 2 & Tier 3).

**Action Step #2**

Aligned intervention instruction

**Person Monitoring:**

Lawana Parrott

**By When/Frequency:**

August 19 -September 27/Weekly

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

The Instructional Coach will meet with the teachers on a weekly basis to review the pacing guides to ensure intervention instruction is aligned. As a result, the teachers will have an understanding of the weekly standards and provide quality instruction based on the aligned standards.

**Action Step #3**

Intervention Check points

**Person Monitoring:**

Lawana Parrott

**By When/Frequency:**

August 19-September 27 /Bi-Weekly

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

The teachers will conduct intervention checkpoints by following the assessment calendar to collect data based on the standards.



## Area of Focus #3

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

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

#### Area of Focus Description and Rationale

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

---

Based on the 2024 STAR and PowerBi proficiency report for ELA, our K-2nd all scored 50% or more that scored below the 40th percentile on the standardized ELA assessment. Kindergarten- 62%, 1st Grade, 58% and 2nd 66%. We will focus on Differentiated Instruction Strategies in K-2 to address this critical need. In addition, Based on the 2024 FAST and PowerBi proficiency report for ELA, 4-5 grade exhibited 50% or more that scored below level 3 proficiency ELA assessment. 4th grade scored 53% and 5th Grade scored 50%. We will focus on Differentiated Instruction in grades 4-5 to address this critical need.

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

---

Based on the 2024 STAR and PowerBi proficiency report for ELA, our K-2nd all scored 50% or more that scored below the 40th percentile on the standardized ELA assessment. Kindergarten- 62%, 1st Grade, 58% and 2nd 66%. We will focus on Before, During, and After (BDA) Reading Strategies.

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

---

Based on the 2024 FAST and PowerBi proficiency report for ELA, 4-5 grade exhibited 50% or more that scored below level 3 proficiency ELA assessment. 4th grade scored 53% and 5th Grade scored 50%. We will focus on Before, During, and After (BDA) Reading Strategies.

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

---

The specific measurable outcome the school plans to achieve is to improve academic performance on the STAR statewide assessments. If we successfully provide Before, During, and After (BDA) Reading Strategies in the classroom, then the overall proficiency levels for ELA will improve by 5% on the STAR statewide assessment.

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

---

The specific measurable outcome the school plans to achieve is to improve academic performance on the FAST statewide assessments. If we successfully provide Before, During, and After (BDA) Reading Strategies in the classroom, then the overall proficiency levels for ELA will improve by 5% on the FAST statewide assessment.



**Monitoring**

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

---

The Instructional Coach will conduct weekly collaborative meetings with the ELA teachers to review data to drive instruction based on the standards and monitor the data. In addition, the Administrative Team will conduct walk-throughs with the coach and ensure that Before, During, and After (BDA) Reading Strategies is aligned to the standards for ELA data points that will be monitored. This will allow the students to improve their overall performance on the PM3 FAST assessment.

**Person responsible for monitoring outcome**

Lawana Parrott

**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:**

BDA Reading Strategies enables students to become active and strategic readers. This is a process that engages students in the use of active reading strategies before, during, and after reading. Before reading, students preview the text to set a purpose for reading. This purpose can be set based on the genre (poetry, fiction, non-fiction) of the text. This knowledge or purpose is then used to annotate the text while reading. The students annotate (take notes) based on the main characteristics of the genre. Skimming is a strategic, selective reading method in which students focus on the main ideas of a text. This technique can also be used when students are searching for supporting evidence to respond to comprehension questions. Additionally, students utilize vocabulary strategies to determine the meaning of unknown words which will further enhance their understanding. After reading, students dissect the questions and answers carefully, as well as search the text for appropriate evidence if need be. The Paraphrasing Strategy is designed to help students focus on the most important information in a passage and to improve students' recall of main ideas and specific facts. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words.

**Rationale:**

Using BDA (Before, During, and After) reading strategies is effective in enabling students to become active and strategic readers. By planning (Before), actively engaging (During), and reflecting (After), students develop a deeper understanding of the material, which enhances overall comprehension. This active engagement helps make reading a more dynamic and involved process. The BDA approach promotes critical thinking by requiring students to make predictions and set purposes before reading, ask questions and make connections during reading, and evaluate and synthesize information afterward. Overall, BDA supports deeper comprehension, critical thinking, and strategic learning, leading to improved reading skills and academic success.

**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:

Jacqueline Lewis

#### By When/Frequency:

August 26-September 27 /Weekly

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

The SLT will provide support and job embedded professional development for teachers to introduce the BDA framework, explaining its components and benefits. Include hands-on activities to practice each stage of the strategy.

#### Action Step #2

Planning

#### Person Monitoring:

Lawana Parrott

#### By When/Frequency:

August 27 -September 27/Weekly

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

The Instructional coach will facilitate collaborative planning to demonstrate how to use BDA strategies in live or recorded lessons. Show how to integrate these techniques into different types of texts and reading objectives.

#### Action Step #3

Instruction Modification

#### Person Monitoring:

Jacqueline Lewis

#### By When/Frequency:

August 26 -September 27/Monthly

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

Provide templates and examples for lesson plans that incorporate BDA strategies. Highlight specific activities for each stage (Before, During, After) and how they can be adapted for various reading levels and subjects.

## IV. Positive Culture and Environment

### Area of Focus #1

Student Attendance

#### Area of Focus Description and Rationale

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

Student attendance has a direct impact on student achievement as students can not learn if they aren't present in school. Our data indicates a direct link to student learning deficiencies.

**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.

---

2024 Attendance data indicates 13% of students had above 31 absences, 30% had between 16-30 days absent, 18% had between 11-15 days absent, 22% had 6-10 days absent, and 18% had up to 5 days absent. Given this data, our school plans to decrease the number of students with 31+ students to 7.

**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.

---

Consistent attendance monitoring will impact student achievement outcomes. Teachers will monitor student attendance patterns and communicate attendance concerns with administrators, school counselors, and the parents of the targeted students.

**Person responsible for monitoring outcome**

Marion Hart School Counselor

**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:**

Strategic Attendance Initiatives involve 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. With the Targeted Element of Early Warning Systems, our school will focus on the Evidence-based Intervention of: Attendance initiatives. Attendance Initiatives will assist us with close monitoring of the student absences and provide incentives for students that attend on a regular basis.

**Rationale:**

Implementing attendance initiatives is critical for promoting student success and overall educational effectiveness. Regular attendance is closely linked to academic success. Students who attend school consistently are more likely to stay engaged with the curriculum, complete assignments on time, and perform well on assessments. Attendance initiatives help ensure that students are present to benefit from instructional time and academic opportunities. Attendance initiatives can help students build relationships and a sense of belonging, which are crucial for their emotional well-being. By monitoring attendance patterns and implementing support systems, schools can detect issues such as chronic absenteeism, family challenges, or health problems early. This proactive approach allows for timely interventions and tailored support to address the underlying causes of absenteeism. By implementing and supporting these initiatives, schools can create a more effective and equitable educational

environment that benefits all students.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:****Action Step #1**

Review Bulletin

**Person Monitoring:**

Marion Hart

**By When/Frequency:**

August 19 -September 27/Daily

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

Review attendance bulletin and monitor attendance on a daily basis. As a result, the attendance team can review attendance daily and follow the attendance plan.

**Action Step #2**

Incentives

**Person Monitoring:**

Homeroom Teachers

**By When/Frequency:**

August 19 -September 27/Daily

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

Provide a weekly attendance incentives for all students that attend school for the entire week. As a result, the attendance will improve each week as indicated on the attendance chart.

**Action Step #3**

Monthly Incentives

**Person Monitoring:**

Marion Hart School Counselor

**By When/Frequency:**

August 30 -September 27/Monthly

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

Provide an incentive for students that attended school for the entire month. As a result, the students' attendance will begin to improve over the month and our percentage rate will increase.

## 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.

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**<https://buncheparkelementary.net>**

The SIP and the progress will be shared and disseminated through our EESAC monthly meetings with all stakeholders which includes parents, teachers, students and community partners. In addition, the information will be shared with our faculty during our monthly staff meetings.

#### 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))

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A strong partnership between the school, parents, and the community is essential for student success. To foster this collaboration, the school will implement the following strategies:

#### Open and Consistent Communication

Regular Parent-Teacher Conferences: Scheduled conferences will provide opportunities for in-depth discussions about student progress, goals, challenges and the Title 1 Parent-School Compact.

- Progress Reports: Timely and informative progress reports will be shared with parents, outlining student achievement and areas for growth.
- Multiple Communication Channels: The school will utilize various communication platforms (email, phone calls, newsletters, and digital platforms) to reach parents with important

information and updates.

- Family-Friendly Events: Hosting events like open houses, family literacy nights, and cultural celebrations will create opportunities for informal interaction and relationship building.
- The school will actively seek partnerships with local businesses, organizations, and community leaders to support student success.
- <https://buncheparkelementary.net>

### **Plans to Strengthen the Academic Program**

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

---

Bunche Park strengthen the academic programs in the school by Enhancing Academic Rigor and Engagement

Bunche Park will ensure that:

- Curriculum is aligned with state standards, and that learning experiences build upon each other across grade levels.
- We implement strategies to meet the diverse needs of all learners, including those students who fall in our SWLD, L25/35%, gifted and ELL.
- We utilize student assessment data to inform instructional planning and make data-driven decisions to improve student outcomes.
- We provide ongoing professional development opportunities for teachers to enhance their instructional practices and content knowledge.
- We integrate technology into the classroom to enhance learning experiences, provide access to digital resources, and develop students' digital literacy skills.
- We will strengthen the academic program in the school by offering after-school tutoring and pull out tutoring during special area classes. .

### **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))

---

Bunche Park Elementary School carefully review all data resources and develops a unique School Improvement Plan, with input from staff, families, community members and district administration. Each plan includes a set of key strategies aimed at measurable, research-based goals, monitored throughout the year, in the following five areas:

Effective school-based leadership

Student achievement

High-quality instructional practice

High-quality professional learning

Family and community engagement

## 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))

---

Bunche Park employs a comprehensive approach to provide students with counseling, mental health services, specialized support, mentoring, and other strategies to enhance their overall well-being and skills outside of academics.

**Individual Counseling:** One-on-one sessions with school counselors to address personal, social, or academic concerns.

**School-Based Mental Health Services:** Professionals who provide interventions for students with mental health concerns.

**Special Education:** Services for students with disabilities, including individualized education plans (IEPs) and accommodations.

**English Language Learners (ELL) Support:** Programs to help non-native English speakers develop language proficiency and academic skills.

**Mentoring Services:** Pairing students with staff members to provide guidance and support.

#### 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))

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N/A

#### 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

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Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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#### Tier 1: Universal Prevention

- **Positive Behavior Interventions and Supports (PBIS):** Implement a school-wide PBIS framework to teach and reinforce positive behaviors.
- **School-wide Expectations:** Clearly define and teach expected behaviors in all school settings.
- **Positive Reinforcement:** Use praise, rewards, and recognition to acknowledge and reinforce positive behaviors.
- **Proactive Teaching:** Teach social-emotional skills, conflict resolution, and problem-solving strategies to all students.

#### Tier 2: Targeted Interventions

- **Small Group Interventions:** Provide targeted interventions for students who exhibit mild to moderate behavioral challenges.
- **Behavioral Contracts:** Develop individualized behavior contracts with students to address specific behavioral issues.

#### Tier 3: Intensive Interventions

- **Individualized Behavior Intervention Plans (BIP):** Create comprehensive BIPs for students with severe or persistent behavioral challenges.
- **Functional Behavioral Assessments (FBA):** Conduct FBAs to identify the function of problem behaviors and develop effective interventions.

### 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)).

---

Job embedded professional developments are provided to ensure:

- Training on data analysis and interpretation, including how to use assessment data to inform instruction and identify student needs.
- Peer observations and feedback sessions focused on using data to inform teaching practices.
- Curriculum Alignment of instruction and assessments to ensure that they are coherent and support student learning.
- Training on strategies for differentiating instruction to meet the needs of diverse learners.
- Professional development on using formative assessment data to adjust instruction and provide targeted support.
- Professional development on using technology tools to enhance teaching and learning,

including for data analysis and assessment.

**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))

---

**Child–School Connections** There are two goals of this connection. The first is to increase children’s familiarity with the kindergarten setting, including the classroom, school environment, and their new teachers. The second is to increase the teachers’ familiarity with individual children.

**Family–School Connections** The goal of this connection is to increase family collaboration and engagement with the school during the transition process.

**School–School Connections** The goal of this connection is to support the transition between Head Start and kindergarten classrooms.

**Community–School Connections** The goal of this connection is to support continuity in the transition process by using resources within the community.

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.

N/A

Specifics to Address the Need

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

N/A

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