

Miami-Dade County Public Schools

# BUNCHE PARK ELEMENTARY SCHOOL



2025-26 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

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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

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## 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, 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

Jacqueline N. Lewis

jnlewis@dadeschools.net

##### Position Title

Principal

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**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

meishajgriffith@dadeschools.net

**Position Title**

Assistant Principal

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**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

Mvhart@dadeschools.net

**Position Title**

School Counselor

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**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

lparrott@dadeschools.net

### **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

258073@dadeschools.net

### **Position Title**

Teacher K-12

### **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.

## 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 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.

## 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 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 meetings.

## 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>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</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) 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>2024-25: C 2023-24: A 2022-23: A 2021-22: B 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	45	45	56	56	40	48				290
Absent 10% or more school days		5	6	12	6	4				33
One or more suspensions					2	1				3
Course failure in English Language Arts (ELA)		2	10	12	4	2				30
Course failure in Math		1	4	7	3	2				17
Level 1 on statewide ELA assessment				10	8	7				25
Level 1 on statewide Math assessment				8	9	6				23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	12	13	12	20						57
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	17	11	6						38

#### 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	4	12	11	16	13	13				69

#### 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	1	2	0	4	0	0				7
Students retained two or more times	0	0	0	0	0	0				0

**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		3	6	9	5	4				27
One or more suspensions					1	1				2
Course failure in English Language Arts (ELA)		3	12	12	2	1				30
Course failure in Math		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

**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		15	16	17	10	11				69

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

## 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*	49	65	59	57	63	57	61	60	53
Grade 3 ELA Achievement	50	65	59	62	63	58	73	60	53
ELA Learning Gains	51	65	60	60	64	60			
ELA Lowest 25th Percentile	53	62	56	60	62	57			
Math Achievement*	55	72	64	63	69	62	65	66	59
Math Learning Gains	58	66	63	73	65	62			
Math Lowest 25th Percentile	56	59	51	80	58	52			
Science Achievement	46	63	58	45	61	57	83	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	64	66	63	39	64	61		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	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	482
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
54%	60%	71%	58%	36%		56%

\* 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	52%	No		
English Language Learners	50%	No		
Black/African American Students	56%	No		
Hispanic Students	51%	No		
Economically Disadvantaged Students	54%	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	49%	50%	51%	53%	55%	58%	56%	46%					64%
Students With Disabilities	36%	27%	57%	73%	54%	63%	54%	50%					
English Language Learners	31%				54%								64%
Black/African American Students	53%	65%	57%	57%	54%	59%	56%	50%					
Hispanic Students	39%		38%		58%	57%		45%					69%
Economically Disadvantaged Students	49%	52%	52%	58%	56%	60%	57%	45%					



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.
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%		

### 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	51%	60%	-9%	57%	-6%
ELA	4	50%	59%	-9%	56%	-6%
ELA	5	35%	60%	-25%	56%	-21%
Math	3	59%	69%	-10%	63%	-4%
Math	4	45%	68%	-23%	62%	-17%
Math	5	46%	62%	-16%	57%	-11%
Science	5	39%	56%	-17%	55%	-16%

### III. Planning for Improvement

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#### 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?

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The data component that showed the most improvement was the Math Lowest 25th Percentile, where the school scored 56% compared to the state's 51%, giving the school a +5 advantage. This indicates that targeted efforts to support the lowest-performing math students have been effective. New actions contributing to this growth included implementing push in support, small-group instruction, math intervention blocks, and progress monitoring cycles to provide timely support. Additionally, teachers integrated data-driven instructional strategies and scaffolded practice to strengthen foundational math skills, ensuring that struggling learners received the focused attention needed to accelerate growth.

##### **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 lowest performance area was Science Achievement, with the school scoring 46% compared to the state's 58%, creating a -12 gap. Several factors contributed to this low performance; they include but are not limited to learning gaps in students' reading comprehension that hindered their ability to access complex science texts. Additionally, attendance and behavior issues have further limited student access to consistent, high-quality instruction, reducing engagement and time on tasks in the science classroom.

A review of the trend data shows that science performance has consistently lagged behind ELA and Math, suggesting a persistent weakness in this content area. Normally, science instruction relies heavily on the highest 45% of students to drive proficiency rates; however, in this case, even those students, despite being proficient in reading fell short of proficiency in science.

##### **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 from the prior year was Science Achievement,

with the school scoring 46% compared to the state's 58%, resulting in a –12 Point gap. This steep drop can be attributed to students' difficulties with reading comprehension when engaging with complex science texts. In addition, attendance and behavior challenges further hindered consistent access to quality instruction, while even students who were proficient in reading did not demonstrate the same level of proficiency in science. Together, these factors contributed to the notable decline in science performance and highlight the need for intentional strategies to strengthen this area.

### **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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The data component with the greatest gap compared to the state average was Science Achievement, with the school scoring 46% versus the state's 58%, creating a –12 point gap. Several factors contributed to this gap. Students struggled with applying reading comprehension skills to complex scientific texts. Attendance and behavior challenges also disrupted consistent engagement, further widening the gap.

The next largest gaps were in ELA Achievement (–10 Pts) and Math Achievement (–9 Pts), both showing that overall proficiency levels in core subjects are lagging behind state averages. A trend across these subjects reveals that while targeted interventions have helped the lowest-performing math students (as seen in the Math Lowest 25th Percentile strength), overall schoolwide proficiency remains below state levels. This pattern suggests that while growth measures for struggling learners are improving, the broader student population still needs stronger Tier 1 instruction and aligned supports to close achievement gaps across content areas.

### **EWS Areas of Concern**

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

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1. Student Attendance: 33 students (10%) are below 90% attendance (chronic absenteeism). This indicates a chronic attendance challenge, which directly impacts achievement, retention, and behavior. This pattern is not only a barrier to consistent learning but also directly impacts academic achievement, increases the likelihood of retention, and contributes to behavioral challenges.

2. Academic Achievement Indicators: Level 1 Students:

ELA FAST PM3: 25 students.

Math FAST PM3: 23 students.

Together, nearly 48 students (15% of enrollment) are performing at the lowest level. This concentration of struggling learners highlights a critical need for targeted interventions in both literacy and math to close foundational gaps, support growth, and prevent long-term academic setbacks.

### **Highest Priorities**

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

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1. Science Proficiency
2. Student Attendance
3. ELA Proficiency
4. ELA Learning Gains
5. Math Proficiency

## 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

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 2024–25 Florida Statewide Science Assessments data indicates that only 46% of students at Bunche Park reached proficiency in science, compared to 63% at the district level and 58% statewide. This not only highlights a performance gap with our peers but also suggests that students are not gaining the depth of scientific knowledge and inquiry skills necessary to meet grade-level expectations. Science achievement was identified as a critical area of need based on prior year data showing persistent underperformance compared to both district and state averages. Alongside instructional challenges, behavior and attendance issues significantly contributed to the decline. Students who were frequently absent missed crucial instructional time, while behavior challenges disrupted classroom learning environments. Both factors hindered consistent exposure to science content, reduced time for inquiry-based instruction, and contributed to the widening gap. Addressing these barriers is essential to ensure equitable access to high-quality science instruction. We will implement the Targeted Element of Data Driven Instruction to address the barriers to ensure equitable access to high-quality Science instruction.

#### 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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With the implementation of Data Driven Instruction, the percentage of students scoring proficient or higher on the 2026 Science assessment will increase from 46% to at least 55%, thereby reducing the gap with the state average by nearly half.

#### Monitoring

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

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To ensure the fidelity of this Area of Focus, school leadership will use the following methods:

- Classroom Walkthroughs & Observations: Administrators and instructional coach will conduct

walkthroughs focused on science instruction, looking for evidence of hands-on learning, integration of literacy strategies, and positive classroom management.

- Lesson Plan Reviews: Teachers will provide lesson plans that reflect inquiry-based science instruction, cross-curricular connections, and interventions for struggling learners.
- Professional Learning Communities (PLCs): Science data will be a standing agenda item in PLCs, where teachers will review student work, share strategies, and adjust instruction.
- Behavior & Attendance Tracking: Attendance reports and behavior referral data will be reviewed biweekly to monitor progress on reducing barriers to learning.

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

Meisha Griffith

### **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:**

Implementation of Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

#### **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

### **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**

Focus Calendars

#### **Person Monitoring:**

Meisha Griffith

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

8/18/25 - 9/26/25

#### **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**

Interactive Journals

**Person Monitoring:**

Meisha Griffith

**By When/Frequency:**

8/18/25 - 9/26/25 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.

## **Action Step #3**

Standard Aligned Resources - J & J Bootcamp

**Person Monitoring:**

Meisha Griffith

**By When/Frequency:**

09/02/25 - 09/26/25 Weekly

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

Fifth grade teachers will utilize the standards aligned resource of J& J Bootcamp daily practice drills to review, practice SSA style questions, and provide immediate remediation.

## **Area of Focus #2**

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

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

### **Area of Focus Description and Rationale**

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.

This Area of Focus was identified as a crucial need based on the combined STAR (K–2) and FAST (3–5) data, which reveal consistent underperformance in ELA across grade levels.

Based on the 2025 STAR proficiency report, ELA achievement in the primary grades shows critical gaps: Kindergarten – 44%, 1st Grade – 63%, and 2nd Grade – 41%. These results indicate that less than half of students in Kindergarten and 2nd grade demonstrated grade-level proficiency in early literacy skills, while 1st grade performance is slightly stronger but still below the district and state expectations. This data underscores the urgent need to strengthen foundational reading skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension—at the earliest stages. Students who fail to master these essentials risk compounding deficits as they move into

upper elementary grades, where reading shifts from foundational skill-building to application across content areas.

Based on the 2025 FAST proficiency report, upper elementary ELA performance was as follows: Grade 3 – 51%, Grade 4 – 50%, and Grade 5 – 35%. While the 5th-grade data reflects a significant concern, that cohort has now transitioned to middle school and is no longer part of our school's accountability data. However, the rising 2nd graders (41% proficiency on STAR) are now entering 3rd grade, directly impacting the current 3rd-grade proficiency levels. This makes a sustained focus on ELA in grades 3–4 particularly urgent. ELA performance in grades 3–5 is critical because students are expected to demonstrate mastery in reading comprehension, vocabulary acquisition, and evidence-based analysis across multiple genres. Struggles in these areas hinder students' ability to succeed not only in ELA but also in science, social studies, and mathematics, where complex texts must be read and analyzed.

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

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To address this need, the strategy used will be Clarifying and Visualizing during the DI block for grades K–2. By tailoring instruction through flexible grouping, targeted interventions, and literacy centers, teachers can more effectively meet the diverse readiness levels of students, accelerating growth for struggling readers while enriching learning for those on or above grade level.

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

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To address this need, the strategy used will be Clarifying and Visualizing during the DI block for grades 3–5. Instruction will emphasize small-group reading, scaffolding comprehension strategies, and targeted interventions for below-level students. At the same time, enrichment opportunities will challenge higher-performing students to deepen their critical thinking and analytical skills.

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

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With the implementation of Clarifying and Visualizing during the DI block, the percentage of students in K–2 scoring proficient or higher on the 2026 Spring STAR Reading assessment will increase by 6 percentage points from 49% to at least 55%.

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

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With the implementation of Clarifying and Visualizing during the DI block, the percentage of students in 3-5 scoring proficient or higher on the 2026 Spring FAST Reading assessment will increase by 6 percentage points from 49% to at least 55%.

### **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 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 Differentiated Instruction is taking place and Reading Strategies are 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:**

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:**

Implementation of the Clarifying and Visualizing Strategy is making the meaning of the text clear to the reader. This reading strategy is used throughout reading. Students can be taught to ask questions, reread, restate, and visualize making the text more comprehensible. Visualizing is the reading strategy that helps your students create a picture in their head of what they're reading. It's almost as if your students are making videos or movies in their heads, all built from their background knowledge, their imagination, and the content of the text. "

**Rationale:**

Establishing and implementing the Clarifying and Visualizing Strategy will ensure that teachers are planning for instruction that meets the needs of all learners. Clarifying and visualizing are strategies that can help readers better understand and comprehend what they are reading. Research has also shown these strategies hold high expectations for students and have a significant positive impact on student results.

**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**

Small Groups

**Person Monitoring:**

Lawana Parrott

**By When/Frequency:**

08/25/25

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

The Academic Coach and Instructors will utilize 2025 PM3 and Historical Iready data to create DI Instruction groups.

### **Action Step #2**

Collaborative Planning

**Person Monitoring:**

Jacqueline Lewis

**By When/Frequency:**

08/18/25 - 09/26/25 Weekly

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

During collaborative planning the Reading Coach and instructors will analyze assessment data in order to plan and deliver data driven Differentiated Instruction and adjust as needed to group students according to specific learning need.

### **Action Step #3**

Student Accountability

**Person Monitoring:**

Classroom Teachers/Reading Coach

**By When/Frequency:**

08/25/25 -09/26/25 Bi-weekly

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

Ensure students are involved in the process of monitoring differentiated instruction. This will allow them to become accountable for their academic progress.

## **Area of Focus #3**

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

### **Instructional Practice specifically relating to Differentiation**

#### **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.

The 2025 data reveal alarming declines across all areas, with the greatest need in Math Learning Gains and Lowest 25%. These declines happen as a result students with gaps in foundational skills (e.g., number sense, fractions, operations). Without targeted DI these gaps widen over time. These areas are critical because they measure student progress and growth of the most at-risk learners. Differentiated instruction, small-group intervention, and close monitoring must be prioritized to reverse these trends and support sustained achievement. We will implement the Targeted Element of Differentiation Instruction with a focus on Math to increase student 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.

With the implementation of the Targeted Element of Differentiation Instruction in Math, by the 2026 Math FAST Assessment, Bunche Park Elementary will increase student performance in Math

Achievement, Math Learning Gains, and the Math Lowest 25% by 5 percentage points as measured by the FAST State assessment.

### **Monitoring**

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

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#### **Instructional Walkthroughs**

- Administrators, coaches, and instructional leaders will conduct weekly walkthroughs focused on evidence of differentiated math instruction and small-group practices.
- Feedback will be provided immediately to teachers to support instructional adjustments.

#### **Lesson Plan Reviews**

- Teachers lesson plans will demonstrate data-driven small-group instruction that show alignment to state standards, scaffolding for struggling learners, and inclusion of formative assessments.

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

Meisha Griffith

### **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:**

Implementation of Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

#### **Rationale:**

By implementing DI through small-group instruction, flexible grouping, and ongoing progress monitoring, teachers can provide targeted remediation, accelerate learning, and close achievement gaps. This approach is especially effective for at-risk learners, as it promotes equity by ensuring every student has access to meaningful learning opportunities that match their level of readiness. Ultimately, DI supports sustained growth in math achievement by fostering engagement, building confidence, and helping students take ownership of their learning.

#### **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**

Common Planning

**Person Monitoring:**

Meisha Griffith

**By When/Frequency:**

08/13/25 - 09/26/25 Bi-Weekly

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

A common planning schedule will be created for teachers and math liaison to analyze standards and plan for Math DI.

**Action Step #2**

Content Meetings

**Person Monitoring:**

Meisha Griffith

**By When/Frequency:**

09/03/25 - 09/26/25 Monthly

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

A schedule will be created for math liaison to facilitate monthly content meetings focusing on Standard Aligned Best Practices that can be implemented in daily classroom instruction to increase student knowledge of standards,

**Action Step #3**

Data Chats

**Person Monitoring:**

Jacqueline Lewis

**By When/Frequency:**

09/18/25 - 09/26/25 Quarterly

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

The coach, teachers and Administrative Team will have Math Data Chats to analyze and discuss results from PM1 and plan for next steps to increase students mastery.

## IV. Positive Learning Environment

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**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.

The 2024–2025 attendance data reveals that while moderate absenteeism (16–30 days) improved slightly, more students are missing either too few (6–10 days) or too many (31+ days), showing an uneven shift. This indicates a pressing need to focus on reducing chronic absenteeism across all

grade levels, with particular attention to early learners (K–2) for foundational skill building and upper grades (3–5) for assessment readiness. Our focus will be to implement Attendance Initiatives in hopes to decrease the amount of student absences.

### **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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By the end of the 2025–2026 school year, the school will reduce chronic absenteeism by reducing the 16–30 absence group from 26% to 21%, the 31+ absence group from 15% to 10% and the 0–5 absence group from 16% to 20%.

### **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.

---

Attendance will be monitored daily through teacher reporting, weekly through leadership reviews, monthly through incentive programs and parent communication, and quarterly through schoolwide data chats. Students with chronic absenteeism (16–30 and 31+ absences) will receive targeted supports including mentorship, counseling, and family engagement. This layered approach ensures both implementation fidelity and impact measurement, keeping the school on track to achieve the SMART Goal of reducing chronic absenteeism by May 2026.

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

Marion Hart School Counselor

### **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:**

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(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**

Attendance Committee

**Person Monitoring:**

Marion Hart School Counselor

**By When/Frequency:**

08/18/25 - 09/26/25 Daily

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

Organize an Attendance Review Committee to address students with attendance issues exceeding 3 absences. 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**

Monthly Attendance Meetings

**Person Monitoring:**

Marion Hart School Counselor

**By When/Frequency:**

08/25/25 -09/26/25 Weekly

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

Leadership team will meet monthly to discuss chronic absentee students, identify barriers (transportation, health, family needs), and create action plans.

**Action Step #3**

Incentive Programs

**Person Monitoring:**

Marion Hart School Counselor

**By When/Frequency:**

09/02/25 - 09/26/25 Weekly

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

Grade-level competitions to increase motivation followed by monthly recognition for perfect or improved attendance (certificates, rewards, schoolwide shout-outs).



## V. Title I Requirements (optional)

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### 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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<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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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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 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)).

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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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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

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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### **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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#### **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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

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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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N/A

**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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N/A

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