

Miami-Dade County Public Schools  
**LEEWOOD K-8 CENTER**



**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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <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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Leewood K-8 Center's mission is to prepare our students to become the leaders of tomorrow. Our philosophy is "If you believe....You can 'A'chieve."

### Provide the school's vision statement

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Leewood K-8 Center's vision is to strive to develop responsible, productive citizens by providing an optimal educational environment that is conducive to learning today and in the future.

## 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

Eduardo Bovo

#### Position Title

Principal

#### Job Duties and Responsibilities

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Leads teachers and staff, sets goals and ensures that students meet their learning objectives.

### Leadership Team Member #2

#### Employee's Name

Natalie Garcia

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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Responsible for issues regarding school management, student activities and services, personnel and curriculum instruction.

### **Leadership Team Member #3**

**Employee's Name**

Kristina Saliers

**Position Title**

Media Specialist

**Job Duties and Responsibilities**

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Media Specialist manages the media center while also responsible for creating and implementing all content on Social Media Outlets; also EESAC Chairperson.

### **Leadership Team Member #4**

**Employee's Name**

Denise Margolesky

**Position Title**

Teacher

**Job Duties and Responsibilities**

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Math Liaison and Department Chairperson for Middle School. Facilitates individual teacher meetings to support goals and collaborates with District Mathematics specialists.

### **Leadership Team Member #5**

**Employee's Name**

Magda Picos

**Position Title**

1st Grade Gifted Teacher

**Job Duties and Responsibilities**

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Responsible for grade level communication and record keeping.

### **Leadership Team Member #6**

**Employee's Name**

Staci Vreones

**Position Title**

3rd Grade Reading/Language Arts Gifted Teacher

**Job Duties and Responsibilities**

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Reading Liaison, Elementary School. Facilitates individual teacher meetings to support goals and

collaborates with District Reading specialists.

## **Leadership Team Member #7**

### **Employee's Name**

Beatriz Cosculluela

### **Position Title**

4th Grade Gifted Teacher

### **Job Duties and Responsibilities**

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Elementary representative, ELA. Responsible for grade level communication and record keeping.

## **Leadership Team Member #8**

### **Employee's Name**

Kerrienne Perry

### **Position Title**

Pre-K Teacher

### **Job Duties and Responsibilities**

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Pre-K Representative. Responsible for grade level communication and record keeping.

## **Leadership Team Member #9**

### **Employee's Name**

Charmelle Carbot

### **Position Title**

5th Grade Math/Science Gifted Teacher

### **Job Duties and Responsibilities**

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Elementary representative, Science. Attends Science ICADs and brings back information to share with staff. Also STEAM Liaison for STEAM Designated School process.

## **Leadership Team Member #10**

### **Employee's Name**

Elizabeth Jewett

### **Position Title**

Middle School Reading/Language Arts Teacher

### **Job Duties and Responsibilities**

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Middle school representative, ELA. Attends ELA ICADs and brings back information to staff during faculty meetings and/or department meetings.

## **Leadership Team Member #11**

### **Employee's Name**

Paola Ferreyra

### **Position Title**

Middle School Science Teacher

### **Job Duties and Responsibilities**

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Middle school representative, Science. Attends Science ICADs and brings back information to share with staff. Also STEAM Liaison for STEAM Designated School process.

## **Leadership Team Member #12**

### **Employee's Name**

Marlene Hernandez

### **Position Title**

Middle School Social Studies Teacher

### **Job Duties and Responsibilities**

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Middle School Representative, Social Sciences. Responsible for grade level communication and record keeping.



## 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 process of involving stakeholders in the School Improvement Plan (SIP) development is crucial for ensuring that the plan reflects the diverse perspectives and needs of the school community. The School Improvement Plan is dictated by the evidenced areas of critical need from the School Climate Survey results and end of year student achievement data. While the Leadership Team analyzes the aforementioned information to target particular areas of focus, it is also the Leadership Team's responsibility to communicate the proposed action plan to all key stakeholders (i.e., teachers, school staff, parents, students and community members). In turn, our stakeholders are involved in each phase of the SIP to accept and/or edit the document as needed via meaningful engagement opportunities to ensure that the SIP reflects the collective vision and priorities of the school community. Once the SIP is adopted, it is implemented according to the established timelines and action steps. Regular monitoring and evaluation should be conducted to assess progress, identify challenges, and make necessary adjustments. It is important to continue engaging stakeholders throughout the implementation process, keeping them informed and involved to ensure fidelity and optimum success in achieving the intended targeted elements.

### 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 SIP will be regularly monitored for effective implementation by the administration team, the Leadership Team, EESAC, and all named responsible parties for each action plan/step per targeted element. The school will engage in ongoing progress monitoring and activate effective decision making models after each PM assessment window to revise the plan, as needed, to include our school's greatest areas of need for improvement.

## 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>COMBINATION PK-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>83.3%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>46.8%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</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) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:</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	2	5	6	1	1	7	2	4	28
One or more suspensions	0	0	1	0	0	0	4	3	1	9
Course failure in English Language Arts (ELA)	0	0	0	1	2	1	3	2	2	11
Course failure in Math	0	0	0	1	2	2	7	8	2	22
Level 1 on statewide ELA assessment	0	0	0	1	3	2	8	11	4	29
Level 1 on statewide Math assessment	0	0	0	1	3	3	17	10	3	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	2	4	4						10
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	1	1	2					6

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	4	2	10	13	3	33

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	0	1	0	1	6	11	1	21
Students retained two or more times	0	0	0	0	0	0	2	2	1	5

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		5	8		4	6	6	6	1	36
One or more suspensions				1				2		3
Course failure in ELA		1		1	1	1	1	2		7
Course failure in Math		1	1	1	3	5		2	1	14
Level 1 on statewide ELA assessment				3	1	9	11	8	2	34
Level 1 on statewide Math assessment				2	4	9	16	3	2	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		4	2	6						69

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1		3	3	8	10	5	1	31

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1		3				2		6
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 *	73	65	58	77	61	53	76	62	55
ELA Grade 3 Achievement **	79	63	59	86	58	56			
ELA Learning Gains	64	64	59				67		
ELA Learning Gains Lowest 25%	50	58	54				54		
Math Achievement *	70	68	59	70	63	55	72	51	42
Math Learning Gains	67	66	61				70		
Math Learning Gains Lowest 25%	55	63	56				55		
Science Achievement *	65	60	54	65	56	52	61	60	54
Social Studies Achievement *	82	79	72	93	77	68	95	68	59
Graduation Rate		78	71		76	74		53	50
Middle School Acceleration	79	77	71	74	75	70	83	61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress	74	64	59	60	62	55	80	75	70

\*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)	ATSI
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	758
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
69%	77%	71%	59%		66%	66%

\* 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	39%	Yes	1	
English Language Learners	58%	No		
Black/African American Students	41%	No		
Hispanic Students	69%	No		
White Students	71%	No		
Economically Disadvantaged Students	60%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
English Language Learners	60%	No		
Black/African American Students	36%	Yes	1	
Hispanic Students	78%	No		
White Students	84%	No		
Economically Disadvantaged Students	60%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	44%	No		
English Language Learners	64%	No		
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	51%	No		
Hispanic Students	73%	No		
Multiracial Students				
Pacific Islander Students				
White Students	82%	No		
Economically Disadvantaged Students	68%	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	73%	79%	64%	50%	70%	67%	55%	65%	82%	79%			74%
Students With Disabilities	21%		44%	39%	39%	48%	52%	24%	43%				
English Language Learners	55%		58%	44%	53%	64%	60%						74%
Black/African American Students	33%		38%	30%	50%	57%	40%						
Hispanic Students	75%	81%	65%	49%	71%	67%	54%	64%	81%	74%			73%
White Students	79%		71%		71%	66%		68%					
Economically Disadvantaged Students	58%	67%	56%	40%	55%	64%	52%	50%	76%	60%			83%

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	77%	86%			70%			65%	93%	74%			60%
Students With Disabilities	44%	70%			40%			18%					
English Language Learners	65%				59%			42%					73%
Black/African American Students	39%				45%			25%					
Hispanic Students	79%	92%			72%			67%	91%	70%			73%
White Students	88%				82%			77%		87%			
Economically Disadvantaged Students	60%	63%			54%			42%	83%	58%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	76%		67%	54%	72%	70%	55%	61%	95%	83%			80%
Students With Disabilities	36%		59%	53%	24%	55%	53%	31%					
English Language Learners	68%		73%	64%	55%	67%	69%	36%					80%
Native American Students													
Asian Students													
Black/African American Students	53%		71%	56%	34%	48%	43%	55%					
Hispanic Students	78%		66%	57%	75%	72%	61%	58%	97%	84%			79%
Multiracial Students													
Pacific Islander Students													
White Students	82%		73%		83%	74%		77%	100%				
Economically Disadvantaged Students	66%		67%	51%	58%	73%	62%	47%	86%	81%			92%

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

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

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	75%	56%	19%	55%	20%
Ela	4	85%	55%	30%	53%	32%
Ela	5	66%	56%	10%	55%	11%
Ela	6	58%	57%	1%	54%	4%
Ela	7	67%	55%	12%	50%	17%
Ela	8	70%	54%	16%	51%	19%
Math	3	78%	65%	13%	60%	18%
Math	4	85%	62%	23%	58%	27%
Math	5	59%	59%	0%	56%	3%
Math	6	44%	60%	-16%	56%	-12%
Math	7	40%	49%	-9%	47%	-7%
Math	8	75%	58%	17%	54%	21%
Science	5	57%	53%	4%	53%	4%
Science	8	72%	42%	30%	45%	27%
Civics		80%	70%	10%	67%	13%
Algebra		84%	55%	29%	50%	34%

### 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?

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The data component that showed the most improvement was grade levels 3rd – 7th Math proficiency. The overall scores in this category improved from 65% proficiency in 2023 to 70% proficiency in 2024. Greater emphasis was placed on following the pacing guides and utilization of the Reflex math program.

##### Lowest Performance

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

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The data that showed the lowest performance was ELA Lowest 25%. 50% of students in this category showed learning gains. Most of the students that fell into this category were either ESE or ESOL. Better coordination of these programs with more targeted and purposeful instruction is essential for future success.

##### Greatest Decline

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

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The data component that showed the greatest decline was 6th grade ELA and Math. ELA declined from 69% proficiency to 61% and math declined from 72% proficiency to 46%. Following the pacing guide with fidelity and utilization of topic assessments results to guide remediation are factors that need to be considered. Placement of students in specific classes may also be a factor.

##### 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 had the greatest gap when compared to the state average was ELA proficiency (levels 3-8). 73% of students at Leewood showed proficiency compared to 53% for the state. Factors that contributed to the gap are a stringent emphasis on explicit instruction in the identified weakest area of Reading Across Genres and Vocabulary. Teachers identified the specific morphology needed to be successful at each grade level and created lessons and activities to ensure



that students acquired the skills needed to identify the meaning of root words, suffixes, prefixes and the background origins of words. Additionally, teachers utilized continuous data analysis to ensure that each student had demonstrated proficiency on all basic phonological skills as demonstrated by performance on iReady assessments. Intensive instruction was provided to each student who had not demonstrated proficiency in this fundamental skill area. iReady lessons were also utilized as supplemental instruction to address each student's needs at their individual instructional level.

### **EWS Areas of Concern**

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

---

The greatest area of concern based on EWS data is students with 18+ absences during the 2023-2024 school year. Most of these students also had a trend of high absences (10 or more) during the prior school year. These same students also constituted most of the school's students with 3 or 4 EWS indicators; notably many of these students demonstrated a level 1 or 2 proficiency on the 2022-2023 FSA ELA and/or Math assessments.

### **Highest Priorities**

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

---

- Improve performance/learning gains of students in the lowest 25% in ELA and Math.
- Improve performance/learning gains of students scoring a Level 1 or 2 on the ELA and/or Math FAST assessments.
- Improve attendance of students scoring a level 1 and/or level 2 in ELA or math and students in the lowest 25% in ELA and/or math on the 2024 FAST assessment.
- Improve the performance of students in 7th grade in both ELA and Math.
- Increase the number of Leewood gifted students transitioning from elementary to middle school.

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

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

### Area of Focus #1

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

### Instructional Practice specifically relating to Differentiation

#### 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 data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our 2024 data findings that demonstrated 55% of students in L25 subgroup achieving learning gains in Mathematics after the third administration of FAST. There was no increase in learning gains from the previous 2022 FAST PM3, therefore denoting that we are not meeting the unique needs of all learners. It is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for our students to access grade-level content in order to make learning gains and move towards proficiency.

#### Measurable Outcome

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

---

If we successfully implement Differentiated Instruction, then our L25 students will increase by a minimum of 5 percentage points in Math as evidenced by the 2025 State Assessments.

#### 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.

---

Administration and teachers will conduct bi-weekly reviews of data during collaborative planning, adjust groups based on that data, and identify appropriate materials for differentiated instruction and enrichment. Administration will conduct multiple data chats with teachers yearly in order to address students academic needs. Walkthroughs will be conducted regularly in order to provide feedback to all necessary stakeholders.

#### Person responsible for monitoring outcome

Natalie Garcia

#### 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 Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating learning gains and proficiency as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations.

**Rationale:**

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**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**

Differentiation

**Person Monitoring:**

Natalie Garcia

**By When/Frequency:**

By September 27, 2024/Weekly

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

The School Leadership Team (SLT) will provide teachers with professional development to share data, as well as provide support in understanding and disaggregating data to align differentiated instructional practices. As a result, teachers will identify student needs based on data, and create lesson plans targeted toward those needs.

**Action Step #2**

Data Driven Instruction

**Person Monitoring:**

Natalie Garcia

**By When/Frequency:**

By September 27, 2024/Weekly

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

School administrators along with members of the SLT will implement protocols and procedures for the effective administration of the first Progress Monitoring session for the subject area of Math. As a result, all teachers will be provided timely and accurate data for instructional use when differentiating instruction based on students' needs.

**Action Step #3**

Instructional Grouping

**Person Monitoring:**  
Natalie Garcia

**By When/Frequency:**  
September 27, 2024/Bi-Weekly

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

After the administration of PM1, teachers will create instructional groups in order to differentiate instruction based on students' needs. Teacher led differentiated instructional groups will focus on standards that students had difficulty mastering. Student work samples will be organized in DI folders based on standards.

**Action Step #4**  
Push-In Support

**Person Monitoring:**  
Patricia Collazo

**By When/Frequency:**  
January 17, 2025/Weekly

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

ESE Support Personnel will provide instructional support in third through fifth grades for identified L25 students, incorporating research and proven effective interventions to aid student comprehension and target students' individual needs.

**Action Step #5**  
Tracking Progress Digitally

**Person Monitoring:**  
Natalie Garcia

**By When/Frequency:**  
January 17, 2025/Weekly

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

Teachers will monitor the usage of iXL and i-Ready, as well as the completion of topic assessments. Recommendations for remediation and addressing the lowest standards will be made.

**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.

---

Based on the data review, our school will focus on the Instructional Practice specifically relating to Intervention. On the 2023-2024 Florida Assessment of Student Thinking (FAST) Progress Monitoring three (PM3), 50% of students in L25 subgroup achieved learning gains in Reading. This data deems a need for interventions in order to ensure progress in learning gains.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for

---

each relevant grade level. This should be a data-based, objective outcome.

---

If we successfully implement the instructional practice of Intervention, then our overall learning gains in the L25 subgroup for Reading will increase by 5 percentage points as evidenced by the Spring 2025 State Assessments.

### **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.

---

Administration will ensure that intervention groups are fluid and strategic. All grade level teachers will engage in planning and collaboration in order to tailor small group instruction to the individual needs of the students within each intervention group.

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

Natalie Garcia

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

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

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

The evidence-based intervention being implemented for this Area of Focus is flexible/strategic grouping. Flexible and strategic student grouping is an approach where students are organized into groups for various learning activities based on their individual needs, strengths, and learning styles. This method aims to optimize learning outcomes by allowing students to collaborate with peers, share ideas, and receive targeted instruction that aligns with their academic levels and preferences.

### **Rationale:**

We are using flexible/strategic grouping as a primary method of instruction to ensure the individual learning needs of our students in the L25 subgroup are being met throughout the school year. This strategy will ensure our teachers are developing targeted lesson plans that aim to improve our proficiency of L25 students on reading state assessments, while simultaneously developing their challenges into strengths.

### **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**

Groupings

**Person Monitoring:**

Natalie Garcia

**By When/Frequency:**

September 27, 2024/Bi-Weekly

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

Teachers and administrators will work collaboratively in order to identify students for Tier II and Tier III support while using the 2024-2025 ELA Decision Trees as a resource. Students with similar learning needs will be grouped together.

**Action Step #2**

Student Progress

**Person Monitoring:**

Natalie Garcia

**By When/Frequency:**

September 27, 2024/Bi-Weekly

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

Teachers will communicate the goals and benefits of small group instruction to both the students and their parents or guardians. Teachers will provide parents with updates regarding progress and areas of improvement regularly.

**Action Step #3**

Teacher Talk

**Person Monitoring:**

Natalie Garcia

**By When/Frequency:**

September 27, 2024/Weekly

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

The teachers will act as facilitators and provide guidance during small group sessions. They will encourage active participation, monitor progress, and provide timely feedback.

**Action Step #4**

Scaffolding

**Person Monitoring:**

Patricia Collazo

**By When/Frequency:**

January 17, 2025/Weekly

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

Based on data analysis of formal and informal classroom assessments, teachers will break down benchmarks into smaller, manageable skills during individualized intervention lessons to build student confidence and understanding.

**Action Step #5**

Data Trackers

**Person Monitoring:**

Natalie Garcia

**By When/Frequency:**

January 17, 2025/Bi-Weekly

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

Teachers will implement the use of student data trackers to help students better identify their

individual strengths and challenges during each academic quarter. This will aid in regularly assessing the success of intervention strategies and making necessary adjustments by teachers and students, alike.

### **Area of Focus #3**

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

### **Instructional Practice specifically relating to Collaborative Planning**

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

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

---

Based on our 2024 data review, our school will implement the targeted element of Collaborative Planning. We selected the overarching area of Collaborative Planning based on the need to implement BEST standards-based planning for interventions and differentiated instruction with fidelity. Teachers need to work collaboratively to align standards across grade levels and develop a deep understanding of what is required in other grade levels. As the 2024 data indicated, 50% of our students in the L25 subgroup showed learning gains in ELA while 55% of L25 showed learning gains in Mathematics. The leadership team will provide the support necessary to implement vertical planning that is BEST standards-based and end-goal driven.

#### **Measurable Outcome**

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

---

If we successfully implement Collaborative Planning, then our overall proficiency in both reading and math will increase by 5 percentage points. Science achievement scores will increase by 5 percentage points as evidenced by the results from the Spring 2025 FAST administration.

#### **Monitoring**

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

---

The leadership team will create invites, agendas, and documentation for all collaborative planning sessions that will be aligned to a standards-focused goal. Administration will attend collaborative vertical planning sessions, conduct walkthroughs, review lesson plans, and check student authentic student work folders to ensure implementation and effectiveness of planning.

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

Eduardo Bovo

#### **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 Collaborative Planning, our school will focus on the evidence-based strategy of Standards-Based Collaborative Planning. Implementing standards-based approach with the BEST standards will ensure that lessons are targeted, goal-oriented, and meeting the needs of students in achieving learner progress.

**Rationale:**

Collaborative Planning will ensure that teachers are prepared, using data to make decisions for student progress, are meeting standards-aligned goals, and can collaborate for the most effective outcomes. By engaging in cross-grade discussions, teachers will be able to brainstorm instructional ideas that will assist teachers in the primary grades better prepare their students.

**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**

Curriculum/Data Binders

**Person Monitoring:**

Natalie Garcia

**By When/Frequency:**

September 27, 2024/Weekly

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

Teachers will keep a curriculum/data binder for planning and all materials necessary for an efficient process. As a result, all teachers will use data and standards-based support materials for thoughtful standards-based lesson plans.

**Action Step #2**

Classroom Walkthroughs

**Person Monitoring:**

Natalie Garcia

**By When/Frequency:**

September 27, 2024/Weekly

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

Administrative participation and walkthroughs to ensure implementation of protocols and effective planning. As a result, teachers will use appropriate materials and make decisions based on data with fidelity.

**Action Step #3**

Grade Level Planning



**Person Monitoring:**

Eduardo Bovo

**By When/Frequency:**

September 27, 2024/Weekly

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

The curriculum leadership team will create a schedule for collaborative planning by grade level. As a result, teachers will have structured time for planning collaboratively.

**Action Step #4**

Developing a Shared Vision

**Person Monitoring:**

Eduardo Bovo

**By When/Frequency:**

January 17, 2025/Weekly

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

Teachers will meet during designated common planning times to draft a vision that outlines the desired quarterly academic outcomes for students. Teacher teams will revisit vision for the quarter on a weekly basis to gauge progress and adjust goals accordingly.

**Action Step #5**

Monitor & Reflect

**Person Monitoring:**

Eduardo Bovo

**By When/Frequency:**

January 17, 2025/Weekly

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

Teachers will evaluate the effectiveness of collaborative planning on student performance through assessments and feedback. Teacher teams will reflect on their planning processes and make necessary adjustments to instruction based on outcomes during weekly grade level or department meetings.

**Area of Focus #4**

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

**ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/African American Students (BLK), Economically Disadvantaged Students (FRL)**

**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 ESSA Subgroup Data specifically relating to Students with Disabilities (SWD), we noticed this subgroup fell below 41 percentage points for the first time in the last 3 years. This decrease in percentage points from 43% in 2022-2023 to 39% in 2023-2024, denotes a crucial need for improvement in proficiency with regards to this specific student population. Based on the data and identified contributing factor of low attendance, we will implement ongoing progress monitoring and develop a system for quickly identifying at risk students and implementing interventions with fidelity. It should also be noted that the subgroup of Black/African American students scored 30% proficiency

on the state reading assessment, while our Economically Disadvantaged students scored 40% overall proficiency.

### **Measurable Outcome**

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

---

With the implementation of ongoing progress monitoring and Response to Early Warning Systems, there will be an increase of 4 percentage points in proficiency for the subgroup of Students with Disabilities (SWD).

### **Monitoring**

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

---

The leadership team will monitor the Early Warning Systems reports on Power BI every quarter to address students who exhibit behavior or academic performance that puts them at risk of potential failure. Administration will monitor monthly attendance reports to identify students at risk for excessive absences and refer excessive absences cases to the Attendance Committee. Subject area teachers will monitor student performance via Performance Matters reports, noting student proficiency on targeted benchmarks and maintaining open communication with students and families at risk of failure or those not meeting satisfactory progress in the intended subject area.

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

Natalie Garcia

### **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:**

Response to Early Warning Systems (EWS) involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Response to EWS utilizes predictive data, identifies off-track or at-risk students, targets interventions, and reveals patterns and root causes.

### **Rationale:**

Using the strategy of Response to Early Warning Systems will allow students to be quickly identified and decrease the number of students who develop attendance issues, are at jeopardy for retention, and develop disciplinary referrals. The utilization of Early Warning Systems data will provide the leadership team with a systematic approach to identify attendance issues, remediation, and provide incentives for students who show improvement.

### **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**

Student Progress Watch

**Person Monitoring:**

Eduardo Bovo

**By When/Frequency:**

September 27, 2024/Bi-Weekly

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

Administration will encourage grade level/department chairpersons to help monitor student progress by grade level.

**Action Step #2**

Teamwork Makes the Dreamwork

**Person Monitoring:**

Natalie Garcia

**By When/Frequency:**

September 27, 2024/Monthly

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

Administrative team, along with counselors and the ESE Department, will monitor Students with Disabilities proactively and create a list of those students that will be monitored closely. This list will be shared with all teachers.

**Action Step #3**

Attendance is Key!

**Person Monitoring:**

Eduardo Bovo

**By When/Frequency:**

January 17, 2025/Weekly

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

The members of the Attendance Review Committee (ARC) will begin early interventions for students with numerous tardies and absences. The parents/legal guardians of students with an increasing number of absences and tardies will be contacted.

**Action Step #4**

Positive Recognition

**Person Monitoring:**

Natalie Garcia

**By When/Frequency:**

January 17, 2025/Quarterly

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

The members of the ARC will identify students with 100% attendance during the first nine week marking period. The students will receive an Attendance Certificate, be recognized on social media and receive a meal voucher from our Community Partners, Longhorn.

## 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.

---

Based on our data analysis, our school will focus on Culture & Environment, specifically relating to Student Attendance. Based on the 2023-2024 school-wide attendance data, 20% percent of students were absent 11-15 times. When compared to the district average of percent of students with 11-15 absences, this is a difference of 2% percentage points. It is evident that there is a correlation between student overall attendance and deficiencies in student achievement levels.

#### 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 attendance initiatives and interventions we expect to see a decrease of 2 percentage points of students with 11-15 absences by the end of the 2024-2025 school year.

#### 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.

---

Homeroom teachers will monitor daily attendance and report students to the attendance committee that have accumulated excessive tardies and/or absences. Student absences will be monitored on a weekly basis and action steps to prevent excessive absences will be implemented with fidelity.

#### Person responsible for monitoring outcome

Eduardo Bovo

#### Evidence-based Intervention:

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

#### Description of Intervention #1:

The evidence-based intervention selected for implementation for this area of focus is Attendance Initiatives. Student absences will be closely monitored. When students are absent, parents will be

called. Upon accumulating 5 absences, additional measures will be taken, including meetings, home visits, counseling, and referrals to outside agencies. There will also be incentives for students with perfect attendance.

**Rationale:**

The rationale for selecting this specific strategy was to create to maintain open communication with families, stressing the importance of attendance, and providing support as needed to ensure students are present in school. As a result of these interventions, student attendance should increase.

**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**

Attendance Review Committee

**Person Monitoring:**

Eduardo Bovo

**By When/Frequency:**

September 27, 2024

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

The Attendance Review Committee (ARC) will collaborate and revise the action plan for monitoring student attendance. This action plan will include a teacher protocol for immediate intervention when absences and tardies begin to increase.

**Action Step #2**

School Wide Campaign

**Person Monitoring:**

Natalie Garcia

**By When/Frequency:**

September 27, 2024

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

Administration and the ARC will launch a school wide campaign emphasizing the importance of attendance. The campaign will be titled "Present, On Time, and in Uniform". The campaign will celebrate the achievements of student attendance.

**Action Step #3**

Early Intervention

**Person Monitoring:**

Eduardo Bovo

**By When/Frequency:**

September 27, 2024

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

The ARC will monitor official daily attendance and track students who have more than 5 absences. As a result, interventions will be implemented as needed and truancy meetings will be held accordingly.

**Action Step #4**

Revisit Campaign

**Person Monitoring:**

Natalie Garcia

**By When/Frequency:**

January 17, 2025/Quarterly

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

Revisit "Present, On Time, and in Uniform" Campaign to ensure implementation.

**Action Step #5**

Honor Roll Recognition

**Person Monitoring:**

Eduardo Bovo

**By When/Frequency:**

January 17, 2025/Quarterly

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

Students who earned Perfect Attendance during the first academic quarter will be recognized with a letter and pin at Honor Roll assemblies.

## 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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[www.leewoodk8.net](http://www.leewoodk8.net)

#### 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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[www.leewoodk8.net](http://www.leewoodk8.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))

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No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under 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))

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No Answer Entered

## **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))

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No Answer Entered

#### **Preparing for Postsecondary Opportunities and the Workforce**

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

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No Answer Entered

#### **Addressing Problem Behavior and Early Intervening Services**

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

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No Answer Entered

#### **Professional Learning and Other Activities**

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

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No Answer Entered

#### **Strategies to Assist Preschool Children**

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

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No Answer Entered



## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, 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.

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1) Administration created schedules that allowed for reassignment of ESE Support Personnel to target intentional needs of SWD subgroup. 2) We will analyze student data after FAST PM1 & i-Ready AP1. 3) Administration will engage stakeholders in data chats on a quarterly basis, as well as review SWD IEPs. 4) The leadership team will plan for interventions of our L25 and SWD subgroups. 5) We will repeat this process after FAST PM2 & i-Ready AP2.

The process presented above will ensure resources are allocated based on needs to maximize student achievement, specifically the Students with Disabilities subgroup.

### Specifics to Address the Need

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

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With an overall proficiency of 39% for our subgroup of Students with Disabilities in 2023-2024, we dropped below 41% proficiency and showed a decrease of 4 percentage points when compared to data in 2022-2023. This denotes an evident need for change and improvement.

With multiple resources available to us, our first course of action was to schedule a visit from a representative at Horizons Elevate to provide our teachers with a hands-on training focused on intentional intervention strategies and best practices. In addition to ongoing professional development throughout the school year, our action plan also includes deliberate data analysis, progress monitoring, and collaborative planning amongst subject area teachers and ESE support personnel to provide deliberate and targeted instruction needed to improve student needs and proficiency.

This process will be revisited and adjusted as needed after each nine weeks, pending assessment results and feedback from stakeholders to determine the effectiveness of our resources.

## 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