MADIE IVES K-8 PREPARATORY ACADEMY

2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Madie Ives K-8 Preparatory Academy prepares students for the future by emphasizing the importance of being functional, literate, and global thinkers. Our goal is to create productive, competent members of a diverse society. Utilizing resources that integrate effective telecommunications strategies, advances in technology, and programs that heighten student achievement and cultural sensitivity. Madie Ives students will become functioning members of an ever-evolving society.

Provide the school's vision statement

Madie Ives K-8 Preparatory Academy and its stakeholders are dedicated to challenging and motivating all students to reach the highest possible levels of academic, personal, social, technological, and career development. The Madie Ives staff provides a variety of teaching strategies and methods, and the latest advances in technology for students to become productive, literate, and responsible citizens in our multicultural society.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name
Claude Rivette

Position Title
Assistant Pincipal

Job Duties and Responsibilities

The following responsibilities as they relate to 5th - 8th Grade: attendance, cafeteria coverage, certification, classroom observations, climate survey, curriculum bulletin, custodial staff, detentions, discipline, ESE LEA, faculty handbook, fire drills, gradebook, lunch applications, dismissal.

Leadership Team Member #2

Employee's Name
Dannitra Douglas

Position Title
Assistant Principal

Job Duties and Responsibilities

The following responsibilities as they relate to Pre-K - 4th Grade: climate survey, closing of schools, curriculum bulletin, detentions, discipline, EESAC, Gifted LEA, gradebook, attendance, cafeteria coverage, certification, classroom observations, clerical staff, dismissal; PLC.

Leadership Team Member #3

Employee's Name
Julien Edwige

Position Title
Math Chairperson

Job Duties and Responsibilities

Responsible for the following as it relates to 6th-8th grade math and Testing: providing feedback, design and implement lessons with teachers, model lessons, analyze and disaggregate data with administrator and teachers, testing schedules and calendars, B.E.S.T. standards trainings, computer labs sign up, PD Liaison, collaborative planning meetings, all disctrict and state testing, complete coaching cycles, testing meetings, distribute materials.

Leadership Team Member #4

Employee's Name
Guiliana Ore

Position Title
Reading Chairperson

Job Duties and Responsibilities

Responsible for the following as it relates to Pre-K - 8th grade reading: analyze and disaggregate data with admin and teachers, complete coaching cycles, design and implement lesson plans with the ELA series, district assessments, distribute materials, help formulate instructional groups, model lessons, monitor students with 504 plans, provide feedback and tutoring/interventions.

Leadership Team Member #5

Employee's Name
Helaine Michelson

Position Title
Math Chairperson

Job Duties and Responsibilities

Responsible for the following as related to Pre-K through 5th Grade Math: Analyze and disaggregate data with administrators and teachers, B.E.S.T. Standards Trainings, complete coaching cycles, design and implement lesson plans with the new math series, district assessments, distribute materials, help formulate instructional groups, model lessons, provide feedback, complete the SIP, EESAC Chair, Master Schedule, tutoring and interventions.

Leadership Team Member #6

Employee's Name
Valerie Dubois

Position Title
Student Services Chairperson

Job Duties and Responsibilities

Responsible for the following as it relates to grades 5-8. Articulation, Aspen Scheduler, Attendance Intervention College Exploration, College and Career Expo., Dual enrollment, Edgenuity, , honor roll and award assemblies, Magnet Expo, Exit Interviews, FLVS, Mental Health Awareness, Sandy Hook Promise, Schedule Changes, Subject Selection, Student Services, Truancy Packets and Junior achievers, FLVS, Red Ribbon Week, SEL Strong!, Targeted Developmental Groups, Threat assessment, S3C, No Place for Hate Liaison, SAFE Network, Lunch, Arrival and Trust Counseling.

Leadership Team Member #7

Employee's Name
Beatriz Vega

Position Title
ELL Compliance Specialist

Job Duties and Responsibilities

Responsible for the following: ESOL coordinator Grades K-8, ESOL paperwork, tablets and laptop checkout, ESOL teacher, Electronic distribution, Spanish teacher, computer laptop cart distribution, and ESOL meetings.

Leadership Team Member #8

Employee's Name
Shantanett Sands

Position Title
ESE Specialist

Job Duties and Responsibilities

Responsible for the following as it relates to Grades K-8: Lead the ESE teachers, create support facilitation schedule for ESE teachers, create IEP schedule for ESE teachers, open ESE cases, monitor and complete IEP's for 7th and 8th grade students,

Leadership Team Member #9

Employee's Name
Lashinda S. Moore

Position Title
Principal

Job Duties and Responsibilities

 Provide leadership in developing, implementing and supporting schoolwide efforts; encouraging positive school culture and addressing student academic and social-emotional needs.

Leadership Team Member #10

Employee's Name
Woodlyne Lauren-Desroches

Position Title
Student Services

Job Duties and Responsibilities

Responsible for the following as it relates to grades K-5: Articulation, attendance intervention, Do The Right Thing, Haitian Heritage Bee, Honor Roll and Award Ceremonies, Project Upstart Liaison, threat assessment, TAP Liaison, Mental Health Awareness, Red Ribbon Week, Sandy Hook Promise, Targeted Developmental Groups.

Leadership Team Member #11

Employee's Name
Nathalie Lockhart

Position Title

Trust Counselor/Gifted Coordinator

Job Duties and Responsibilities

Responsible for the following as it relates to grades K-5: Sandy Hook Promise, SAFE Network, Student Services, Targeted Developmental Groups, Trust Counseling, Treat Assessment, Values Matter, Gifted referrals.

Leadership Team Member #12

Employee's Name
Sharee Laster

Position Title
Activities Director

Job Duties and Responsibilities

Responsible for the following as it pertains to grades K-8: Multicultural events, oversee club sponsors, United Way Student Campaign.

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.

Stakeholders are notified about the SIP development process through formal communication channels (e.g., emails, school website announcements). Regular school meetings and workshops are specifically dedicated to SIP development, for monthly sessions throughout the school year for different stakeholder groups to ensure targeted discussions.

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))*

Quarterly EESAC meetings are being held to collate and analyze all feedback received from stakeholders. During the meeting we Identify common themes, concerns, and suggestions as it relates to the School Improvement Plan. All stakeholders are given ample opportunity to review a draft of the SIP that incorporates their input.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**97.9%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**97.7%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: B*** **2021-22: B** **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	1	8	16	12	5	10	2	6	6	66
One or more suspensions	0	0	0	3	1	1	2	3	10	20
Course failure in English Language Arts (ELA)	0	0	7	9	11	9	5	4	0	45
Course failure in Math	0	0	5	14	17	7	5	2	23	73
Level 1 on statewide ELA assessment	0	0	0	12	17	27	23	14	22	115
Level 1 on statewide Math assessment	0	0	0	4	24	39	30	14	22	133
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	14	18	44						77
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	7	6	19	19					52

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	1	7	12	32	33	32	30	20	38	205

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	1	0	0	14	1	0	0	0	0	16
Students retained two or more times	0	0	0	2	0	1	0	0	0	3

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		16	8	7	16	3	5	6	5	66
One or more suspensions				2	2	1	2	5	8	20
Course failure in ELA			16	16	17	2	8	10	1	70
Course failure in Math			3	14	8		23	5	10	63
Level 1 on statewide ELA assessment				7	22	14	15	21	28	107
Level 1 on statewide Math assessment				5	33	29	20	17	12	116
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	31							213

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			7	16	34	13	18	21	15	124

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		9	1	1				12
Students retained two or more times				1		1			2	4

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	65	65	58	60	61	53	51	62	55
ELA Grade 3 Achievement **	63	63	59	58	58	56			
ELA Learning Gains	64	64	59			59	59		
ELA Learning Gains Lowest 25%	61	58	54		56	56	56		
Math Achievement *	61	68	59	63	63	55	47	51	42
Math Learning Gains	60	66	61			65	65		
Math Learning Gains Lowest 25%	58	63	56		56	56	56		
Science Achievement *	45	60	54	48	56	52	30	60	54
Social Studies Achievement *	81	79	72	80	77	68	78	68	59
Graduation Rate		78	71		76	74		53	50
Middle School Acceleration	71	77	71	61	75	70	78	61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress	57	64	59	54	62	55	49	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	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	686
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
62%	62%	57%	40%		59%	52%

* 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	40%	Yes	5	
English Language Learners	53%	No		
Black/African American Students	62%	No		
Hispanic Students	59%	No		
White Students	57%	No		
Economically Disadvantaged Students	58%	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	26%	Yes	4	1

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	54%	No		
Black/African American Students	61%	No		
Hispanic Students	63%	No		
White Students	68%	No		
Economically Disadvantaged Students	57%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	3	
English Language Learners	45%	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	59%	No		
Hispanic Students	54%	No		
Multiracial Students				
Pacific Islander Students				
White Students	50%	No		
Economically Disadvantaged Students	57%	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	65%	63%	64%	61%	61%	60%	58%	45%	81%	71%			57%
Students With Disabilities	32%	30%	57%	57%	21%	54%	62%	6%					
English Language Learners	56%		59%	57%	57%	52%	38%	27%	71%				57%
Black/African American Students	64%	65%	62%	57%	59%	62%	62%	44%	83%	73%			50%
Hispanic Students	68%	56%	69%	70%	65%	52%	43%	42%	70%	50%			59%
White Students	47%		40%		67%	73%							
Economically Disadvantaged Students	63%	54%	63%	57%	58%	58%	50%	38%	76%	69%			52%

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	60%	58%			63%			48%	80%	61%			54%
Students With Disabilities	22%	31%			31%			18%					
English Language Learners	51%	64%			58%			29%					67%
Black/African American Students	59%	55%			62%			46%	81%	64%		57%	
Hispanic Students	63%	69%			64%			51%	75%	45%		71%	
White Students	59%				76%								
Economically Disadvantaged Students	55%	54%			60%			43%	78%	53%			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	51%		59%	56%	47%	65%	56%	30%	78%	78%			49%
English Language Learners	36%		58%	60%	31%	52%	48%	19%	54%				49%
Students With Disabilities	17%		54%	54%	12%	43%	48%	6%					
Native American Students													
Asian Students													
Black/African American Students	49%		60%	60%	46%	66%	59%	31%	77%	85%			60%
Hispanic Students	55%		61%	45%	50%	61%	54%	29%	81%	60%			40%
Multiracial Students													
Pacific Islander Students													
White Students	44%		43%		53%	60%							
Economically Disadvantaged Students	49%		59%	55%	47%	66%	57%	29%	77%	79%			49%

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

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

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

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	52%	56%	-4%	55%	-3%
Ela	4	58%	55%	3%	53%	5%
Ela	5	57%	56%	1%	55%	2%
Ela	6	66%	57%	9%	54%	12%
Ela	7	55%	55%	0%	50%	5%
Ela	8	58%	54%	4%	51%	7%
Math	3	44%	65%	-21%	60%	-16%
Math	4	36%	62%	-26%	58%	-22%
Math	5	57%	59%	-2%	56%	1%
Math	6	59%	60%	-1%	56%	3%
Math	7	38%	49%	-11%	47%	-9%
Math	8	73%	58%	15%	54%	19%
Science	5	41%	53%	-12%	53%	-12%
Science	8	17%	42%	-25%	45%	-28%
Civics		73%	70%	3%	67%	6%
Biology		88%	70%	18%	67%	21%
Algebra		94%	55%	39%	50%	44%
Geometry		100%	56%	44%	52%	48%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was 6th grade ELA. In 2022-2023 56% of the students were proficient, in 2023-2024 66% of the student were proficient, which is 9% higher than the district proficiency score. Our new actions that were taken were smaller class sizes, which allowed the teachers to work closely with the students, also consistency with expectations and with i-Ready.

Lowest Performance

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

Based on the 2023-2024 FAST Assessment in Math, the data component showing the lowest performance is the current proficiency rate of 3rd-8th grade students in math, which is 51%. This is lower than both the previous year's proficiency rate (66%) and the state proficiency rate (58%). The contributing factors of our low performance were due to our scheduling, each elementary Math teacher taught four math classes and there was not enough time for DI and Intervention. The leadership team will evaluate the current curriculum and teaching methods to identify gaps or areas needing improvement. Also the new master schedule will allow for extended math time in order to do DI and Intervention.

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 with the greatest decline was Math FAST Testing in 7th grade. In 2022-2023 67% of the students were proficient, in 2023-2024 38% of the students were proficient, compared to the state proficiency rate of 49%. The factors that contributed to this decline were the lack of intervention and lack of consistency with the students.

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.

Based on the NGSS 2023-2024 state assessment in science 17% of our 8th grade students were proficient, compared to the state proficiency rate of 52%. Eighth grade science requires the greatest need for improvement due to the gact that they are 35% below the state proficiency rate. The factors that contributed to theis gap include not having a science coach and lack of intervention.

EWS Areas of Concern

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

Our potential areas of concern were students with substantial reading and math deficiency.

Highest Priorities

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

Our highest priorities for school improvement are 5th and 8th grade science, 3rd, 4th and 7th grade math instruction, ELA instruction and DI/Intervention in all subjects.

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

According to the 2023-2024 FAST Data, one subgroup scored below the 41% threshold according to the Federal Index, the Students with Disabilities (SWD) scored a 40% in ELA, compared to the same group scoring below the 41% threshold in 2022-2023 FSA Data, scoring a 26% in ELA. This is our fifth year scoring below the 41% threshold in Students with Disabilities. This was identified as a crucial need according to the Federal Index.

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 Standards-Aligned Instruction, our students with disabilities will increase their proficiency in reading by a minimum of 3 percentage points as evidenced by the 2024-2025 State Assessment Data. In 2022-2023 we scored a 26% in SWD in ELA, compared to 2023-2024 we increased 14% points to a 40%.

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 use of Standards-Aligned Instruction when conducting monthly walkthroughs and weekly collaborative planning meetings. ELA data will also be monitored via Progress Monitoring Assessments as well as I-Ready reports to ensure students are demonstrating growth.

Person responsible for monitoring outcome
Guiliana Ore

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:
Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensuring that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objectives through their work samples/tasks. Teachers will collaboratively plan with the reading coach weekly to develop lessons.

Rationale:
The rationale for selecting this specific strategy is it aligns with the mandates outlined in the Every Student Succeeds Act as well as the Individuals with Disabilities Act. Educators are required to use the greatest extent possible to meet the academic and behavioral needs of all students. At Madie Ives K-8, we will provide learning opportunities outside of the traditional classroom setting for our SWD subgroup. This will help increase student learning gains by providing an additional avenue for academic achievement as well as social and emotional growth.

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
Collaborative Planning

Person Monitoring:	**By When/Frequency:**
Guiliana Ore	10/11/24 - Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will attend collaborative planning meetings with their grade level and their reading coach to collaborate and brainstorm ideas and strategies, challenges and needs, and share best practices

Action Step #2
Standard-Aligned Instruction

Person Monitoring:	**By When/Frequency:**
Claude Rivette	10/11/24 - Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE teachers and classroom teachers will collaborate using Standard-Aligned Instruction to help students with disabilities increase their deficiencies

Action Step #3
Scaffolding Strategies

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

Claude Rivette   10/11/24 - Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize scaffolding strategies such as; prior knowledge, visual aids, modeling and collaborative conversations to achieve an understanding of standards.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

According to the 2023-2024 FAST proficiency data, 36% of our 4th grade students were proficient in Math, compared to the state average of 58% and the district average of 62%. This is a decrease from the 2022-2023 FSA Math data of 48% proficiency. In addition, 38% of our 7th grade students were proficient in Math, compared to the state average of 47% and the district average of 49%. Based on the data, there is a crucial need to increase our proficiency score. We will continue to focus on differentiation to address this need.

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 Differentiation, then our proficiency will increase by a minimum of 3 percentage points as evidenced by the 2024-2025 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.

The Administrative Team will conduct regular walkthroughs and routine data chats to ensure quality instruction is taking place. Data Analysis of formative assessments will be reviewed to monitor progress. We will create an online tracker to monitor data on an ongoing basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

Person responsible for monitoring outcome
LaShinda S. Moore, Principal

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

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

Description of Intervention #1:
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

Rationale:
The rationale for selecting this specific strategy is it aligns with the mandates outlined in the Every Student Succeeds Act as well as the Individuals with Disabilities Act. Educators are required to meet the academic and behavioral needs of all students to the greatest possible extent. At Madie Ives K-8, we will provide learning opportunities outside of the traditional classroom setting for our low performing students. This will help increase student learning gains by providing an additional avenue for academic achievement.

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
Intervention Groups

Person Monitoring:	**By When/Frequency:**
Helaine Michelson	10/11/24 - Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use unit assessments, topic assessments, progress monitoring, FAST Testing and iReady diagnostics to create flexible intervention groups and make adjustments to groups as needed.

Action Step #2
Collaborative Planning Meetings

Person Monitoring:	**By When/Frequency:**
Helaine Michelson	10/11/24 - Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly collaborative planning meetings with all grade levels where Math teachers plan standard aligned instruction and use data to plan intervention groups.

Action Step #3
Data Chats

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

LaShinda S. Moore   10/11/24 - October

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Leadership team will conduct data chats once FAST PM1 is administered to determine the effectiveness of the differentiated instruction planning and to provide support where needed.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

According to the 2023-2024 NGSSS Science Data, 17% of 8th grade students were proficient in science compared to the state average of 45% and a district average of 42%, this is a decrease from the 2022-2023 data of 28% proficiency. Based on the data and the identified contributing factors of lack of knowledge in prior grade levels and lack of effective remediation, we will implement Benchmark-Aligned science instruction in the science class and labs.

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 Benchmark Aligned science instruction, and effective remediation, then our proficiency data will increase by a minimum of 5 percentage points from 17% proficient to 22% as evidenced by the 2025 NGSSS State Assessment.

Monitoring

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

The Leadership Team and the Science Committee will monitor the use of Standard Aligned Instruction when conducting walkthroughs and collaborative planning meetings. Science data will be monitored to ensure students are demonstrating growth. Team meetings will take place to ensure students are demonstrating growth on remediated standards.

Person responsible for monitoring outcome
Claude Rivette, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Within the Targeted Elements, our school will focus on Benchmark Aligned instruction and Differentiation. Differentiation will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs

Rationale:
Benchmark Aligned 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 and 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
Utilize Data

Person Monitoring:	**By When/Frequency:**
Claude Rivette	10/11/24 - Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize data from the 2024 8th Grade Science assessment and the District's Science Pretest to have data-driven conversations with the Leadership Team and instructional staff to develop targeted lesson plans and provide resources directly related to the current data aligned to the District's Pacing Guide.

Action Step #2
Walkthroughs

Person Monitoring:	**By When/Frequency**
Claude Rivette	10/11/24 - Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct walkthroughs to monitor targeted Science lessons with opportunities for inquiry and hands-on activities to extend learning. Walkthroughs will ensure that instructional staff are providing targeted lessons based on the District's Pacing Guide that are effectively delivered resulting in academic gains evidenced by students data.

Action Step #3
Planning

Person Monitoring:	**By When/Frequency:**
Claude Rivette	10/11/24 - Biweekly

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

Identify upcoming Topic Assessments for 8th Grade Science students and meet with the science teachers to plan with the end in mind.

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

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

According to our data reviewed in Power BI, it is very important to recognize students who exhibit early warning indicators, 66 students were absent 10% or more days during the 2023-2024 school year, 20 students were suspended one or more times, 45 students failed ELA, 73 students failed Math, 115 students achieved a Level 1 on ELA assessment, 133 students achieved a Level 1 on Math assessment. There were 205 students with 2 or more of the early warning indicators. Students who missed school regularly did not meet learning goals and are limited in proficiency. Our goal is to decrease the percent of students with 10 or more absences by 10%. We recognized the need for consistent attendance incentives and improved connection with parents and community.

Measurable Outcome

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

If the implementation of our Student Attendance initiatives is successful, the number of students with 10 or more absences will decrease by at least 10 percent by June 2025. The number of students who were absent 10% or more days during the 2023-2024 school year was the same, 66 students, who were absent 10% or more days during the 2022-2023 school year, that percent did not decrease.

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 work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are present daily. The Leadership Team will mentor individual students who have consistent truancy issues and connect with them to reward or encourage attendance efforts. To ensure we are on track to meeting the outcome above, this data will be discussed during monthly leadership team meetings, data chats with teachers and students, MTSS meetings, and parental contact will be made as necessary.

Person responsible for monitoring outcome
Valerie Dubois

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 strategy we will implement for this Area of Focus is Attendance Initiatives. Attendance Initiatives have proven to assist in narrowing absence gaps amongst students with excessive attendance patterns. Student absences will be monitored daily to prevent patterns of excessive absences and possible truancy. Contact will be made consistently with parents to inform them of student absences

Rationale:
By providing tangible Initiatives and recognition to both students and parents we will create a positive impact and ultimately decrease the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and reward. Attendance Initiatives will assist in decreasing the percentage of students with 10 or more absences

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
Weekly Connect-Ed Calls

Person Monitoring:	**By When/Frequency:**
Dr. LaShinda S. Moore	10/11/24 - Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly connect-ed phone calls will be made to keep parents informed of important school-wide events and updates to include, testing, attendance and activities.

Action Step #2
Truancy Team Phone Calls

Person Monitoring:	**By When/Frequency:**
Dannitra Douglas	10/11/24 - Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The teachers, administrators, and truancy team will make phone calls home to parents with students with 3 or more absences. This immediate action will help the school target the issues and address them so students can quickly return to the school.

Action Step #3
Attendance Incentives

Person Monitoring:
Nathalie Lockhart

By When/Frequency:
10/11/24 - Bi-Weekly

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

Classroom perfect attendance initiative and incentives for classes who have 10 days of perfect attendance. As a result, teachers and students will be motivated to be present at school

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.

 At Madie Ives K-8 Preparatory Academy, it is very important to share SIP information with all stakeholders. Our EESAC Chairperson presents using a PowerPoint at our opening of schools meeting to the faculty and staff, our Open House Title I Parent Meeting, our PTA Meeting, and at our EESAC Meeting. The SIP is shared with all stakeholders digitally by email as well as a hard copy and on our school webpage http://mik8.dadeschools.net . A one-page summary document is also shared with all stakeholders after each update throughout the year. The summary includes the Areas of focus and Action Steps.

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))

 Building positive relationships with parents, families, and other community stakeholders is crucial for any school to fulfill its mission, support the needs of students, and keep parents informed of their child's progress. Here is a description of some things we will do at our school. Weekly connect-ed messages will be sent home, social media updates will be sent to parents and stakeholders, the school will host workshops and seminars for parents, and parents will be encouraged to participate in school activities, By implementing these strategies, the school aims to build and maintain positive relationships with parents, families, and community stakeholders, ultimately fostering a supportive and enriching environment for students to thrive academically and socially while keeping parents well-

informed about their child's progress.

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))

 To strengthen the academic program in the school and enhance the amount and quality of learning time while providing an enriched and accelerated curriculum, the school administration has devised a comprehensive plan that includes the following key strategies and initiatives: Review and update the existing curriculum to align with the latest educational standards and best practices, provide ongoing training and professional development opportunities for teachers to ensure they are well-equipped to deliver an enriched curriculum, Implement regular assessments and progress monitoring tools to identify students' strengths and areas for improvement, and offer a wide range of extracurricular activities, including clubs, competitions, and academic teams, to nurture students' interests and talents. By implementing these strategies, the school aims to create a dynamic and enriching learning environment that supports both academic excellence and the holistic development of students. This comprehensive approach ensures that students have access to high-quality education, enriched curricular opportunities, and the support needed to excel academically

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

 Developing a school improvement plan that is coordinated and integrated with other Federal, State, and local services, resources, and programs is essential to ensure a comprehensive and holistic approach to improving the educational outcomes and overall well-being of students. We will align the improvement plan with the requirements and guidelines set forth in ESSA. Collaboration, data sharing, and regular communication among stakeholders are key to achieving this integration effectively

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))

 Ensuring the well-being and holistic development of students goes beyond academic subjects, and schools often implement various strategies to provide counseling, school-based mental health services, specialized support services, mentoring services, and other initiatives to enhance students' skills outside of academics. This is how we ensure these services and strategies are in place: The school employs licensed counselors who are trained to address a wide range of emotional, behavioral, and psychological issues that students may face, the school collaborates with mental health professionals such as psychologists and psychiatrists to provide specialized mental health services, students with disabilities receive IEPs, which outline specific accommodations and services they require, and services are provided for students with speech, sensory, or motor skill challenges. We also have partnered with Jessie Trice Community Health System.

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))

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

 Implementing a schoolwide tiered model to prevent and address problem behavior and provide early intervening services, in coordination with activities and services under the Individuals with Disabilities Education Act (IDEA), involves a systematic and data-driven approach to support all students' behavioral and academic needs. This approach is often referred to as Multi-Tiered System of Supports (MTSS). Analyze school-wide behavior and academic data to identify areas of concern and determine the specific needs of the student population. Design a three-tiered model for intervention and support. Implement a system for ongoing data collection and progress monitoring. Provide

ongoing professional development for teachers and staff to ensure they have the skills and knowledge to implement interventions effectively. By implementing this schoolwide tiered model and coordinating it with IDEA services, schools can provide a continuum of support to meet the diverse needs of all students, ensuring that they have the opportunity to succeed academically and behaviorally.

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)).

Professional learning and development activities for teachers, paraprofessionals, and other school personnel are essential components of improving instruction, utilizing data from academic assessments, and recruiting and retaining effective educators, especially in high-need subjects. We will; conduct workshops that help teachers understand how to interpret and use academic assessment data to inform their instructional practices, employ instructional coaches who work closely with teachers to provide ongoing support and feedback. Coaches can help teachers analyze assessment data, set goals, and implement effective teaching strategies. Provide training in data analysis and interpretation for all school personnel. Create mentorship programs through the MINT program to offer support for new teachers.

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))

Transitioning from early childhood education programs to local elementary school programs can be a significant step for preschool children. Schools often employ various strategies to ensure a smooth and successful transition for these young learners. At Madie Ives K-8 we organize orientation sessions for both children and parents before the start of the school year, maintain open and regular communication with parents, for children with special needs or developmental challenges, we develop individualized education plans (IEPs) that outline specific strategies and support services to ensure a successful transition.

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.

Reviewing school improvement funding allocations and ensuring resources are allocated based on needs is a critical step in the improvement process, especially for schools identified as ATSI (Additional Targeted Support and Improvement), TSI (Targeted Support and Improvement), or CSI (Comprehensive Support and Improvement). This process helps to maximize the impact of available resources and address specific challenges within the school community. The Leadership Team will meet and discuss the funding allocations and needs of our school, by prioritizing our areas of focus that requires improvement. Instructional coaches utilize a decision tree to categorize students into tiers. We are a Title I school, we will look at the budget and allocate resources in a way that directly addresses the identified needs. The information will be shared and discussed with the EESAC Team to make the best decisions for our school and our students.

Specifics to Address the Need

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

Differentiated instruction will be utilized to enhance learning gains. Last year's DI resources were Magnetic Reading, I-Ready Tools for Scaffolding, and Measuring Up. The same resources will be utilized for this school year during DI. By the end of the first quarter in the 2024-2025 academic year, data chats will be conducted with teachers and the leadership team to review student progress and adjust goals. By the end of the second quarter, data from i-Ready AP2 will be reviewed alongside FAST data to identify students making progress and those regressing. Students who are regressing or plateauing will be offered extended learning opportunities.

Data is gathered from various sources, which include, student performance from PM1, PM2, PM3, End-Of-Course Assessment results, and Topic Assessments to pinpoint areas of need. This data is then analyzed to identify specific requirements and the resources necessary to address them. Based on the school's academic needs for our lowest performing students, the following instructional resources will be utilized, Read 180 and I-Ready. These resources will be facilitated during core and intensive instruction, and morning and afternoon tutoring.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

Yes

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