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School Board Approval

This plan has not yet been approved by the Dade County School Board.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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

Jane S. Roberts K-8 center enriches the community through educational excellence and continued commitment and support of our teachers, staff, students, families, and the community that we serve. The extension of the services that the school provides encompasses the needs of the whole individual and ensures academic, social, and personal growth within a supportive, creative, and flexible environment.

Provide the school's vision statement

Jane S. Roberts K-8 Center holds the following beliefs that all educational endeavors undertaken by the school ideally develop and align a positive school image through the advancement of the academic, social, and personal well being of the student body.

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

Diony Martinez

Position Title

Principal

Job Duties and Responsibilities

Leads the school community in the achievement of the school's vision and mission. The principal supports the instructional leaders, engages and collaborates with stakeholders, and guides the school's decision-making processes. The principal oversees the SIP process and makes data driven recommendations.

Leadership Team Member #2

Employee's Name

Vivian Loriga

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal supports instructional leaders, engages, and collaborates with stakeholders, leads data analysis, and facilitates professional development.

Leadership Team Member #3

Employee's Name

Natalia Guzman

Position Title

Elementary School Counselor

Job Duties and Responsibilities

Ms. Guzman provides social emotional support to students at Jane S. Roberts K-8 Center in grades K-5. The counselor provides SEL input for the SIP.

Leadership Team Member #4

Employee's Name

Michelle Andrade

Position Title

Middle School Trust Counselor

Job Duties and Responsibilities

Ms. Andrade provides social emotional support to students at Jane S. Roberts K-8 Center in grades 6-8. The counselor provides SEL input for the SIP.

Leadership Team Member #5

Employee's Name

Joanna Sanchez

Position Title

Media Specialist

Job Duties and Responsibilities

Media Specialist, Gifted chairperson, testing support. Ms. Sanchez supports the leadership team by participating in meetings, providing curriculum support, and providing media center services to all students at JSR. The media specialist provides assistance in writing the SIP.

Leadership Team Member #6

Employee's Name

Sandra Martinez

Position Title

Teacher, K-12

Job Duties and Responsibilities

Math, Science, Social Studies ESOL & Gifted classroom instructor and curriculum chairperson. Fairchild challenge coordinator. Ms. Martinez provides input regarding Math and Science curricula and strategies for the SIP.

Leadership Team Member #7

Employee's Name

Jessica Calis

Position Title

Teacher, K-12

Job Duties and Responsibilities

ELA classroom instructor and curriculum chairperson. Ms. Calis provides input regarding ELA curricula and strategies for the SIP.

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.

Developing a School Improvement Plan (SIP) is a collaborative effort that engages various stakeholders. To collaborate effectively with teachers and staff, we analyze survey data and involve teachers from specific departments or grade levels in the SIP development process. By reviewing survey and assessment data together, we identify areas for improvement and devise targeted strategies and goals.

To engage parents, students, families, community members, and business leaders, we work closely with our EESAC (Educational Excellence School Advisory Council). EESAC members involved with SIP development include, but are not limited to, the principal, assistant Principal, parent, student, and business and community representative. We present the insights gathered from teachers and school leaders during the SIP development and seek input and approval from EESAC members. This inclusive approach ensures that our SIP reflects a comprehensive understanding of our school community's needs and priorities.

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))

Monitoring the School Improvement Plan (SIP) to enhance student achievement, particularly for those facing significant achievement gaps, is a structured process encompassing critical steps. We employ rigorous data collection and analysis to track progress and establish goal benchmarks. Through careful reflection on this data, we pinpoint strengths and areas needing improvement, enabling us to adapt the SIP dynamically throughout the year to maintain alignment with our objectives. The leadership team, alongside selected teacher leaders, convenes regularly during the school year to conduct these reflections and provide recommendations for SIP refinements. Action steps within the SIP are monitored on a monthly basis by administration as they conduct walkthroughs and data analyses. Additionally the SIP is monitored via EESAC, which meets a minimum of four times per

school year.

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	NO
2023-24 MINORITY RATE	96.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	72.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
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) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

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	5	2	1	3	2	1	5	2	21
One or more suspensions	0	0	0	0	0	0	0	1	0	1
Course failure in English Language Arts (ELA)	0	1	1	7	4	3	1	0	3	20
Course failure in Math	0	1	1	4	1	3	2	0	1	13
Level 1 on statewide ELA assessment	0	0	0	1	8	10	8	6	10	43
Level 1 on statewide Math assessment	0	0	0	0	1	14	4	3	10	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	9	5	9						26
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	2	3	2	1					10

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	3	2	3	8	9	14	11	7	12	69

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
Absent 10% or more school days	12	6	1	5	3	4	5	13	11	60	
One or more suspensions										0	
Course failure in ELA			19	2		8				29	
Course failure in Math			11	4		6		3		24	
Level 1 on statewide ELA assessment				14	2	20	18	19	31	104	
Level 1 on statewide Math assessment				5	5	35	15	7	25	92	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	6	34	28						332	

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	13	10	1	24	14	9	18	90	

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	1	9	7				1		19	
Students retained two or more times						1		1		2	

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 *	76	65	58	69	61	53	74	62	55
ELA Grade 3 Achievement **	81	63	59	74	58	56			
ELA Learning Gains	70	64	59				66		
ELA Learning Gains Lowest 25%	63	58	54				60		
Math Achievement *	78	68	59	73	63	55	68	51	42
Math Learning Gains	64	66	61				71		
Math Learning Gains Lowest 25%	63	63	56				68		
Science Achievement *	58	60	54	54	56	52	54	60	54
Social Studies Achievement *	82	79	72	76	77	68	68	68	59
Graduation Rate		78	71		76	74		53	50
Middle School Acceleration	68	77	71	62	75	70	81	61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress	75	64	59	66	62	55	82	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 (FPP) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	778
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
71%	68%	69%	53%		73%	70%

* 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	50%	No		
English Language Learners	64%	No		
Hispanic Students	71%	No		
White Students	64%	No		
Economically Disadvantaged Students	69%	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	36%	Yes	1	
English Language Learners	66%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	68%	No		
White Students	69%	No		
Economically Disadvantaged Students	61%	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	51%	No		
English Language Learners	64%	No		
Native American Students				
Asian Students				
Black/African 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%
Hispanic Students	69%	No		
Multiracial Students				
Pacific Islander Students				
White Students	76%	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	76%	81%	70%	63%	78%	64%	63%	58%	82%	68%			75%
Students With Disabilities	40%	38%	59%	63%	51%	58%	68%	10%	62%				55%
English Language Learners	66%	83%	59%	50%	77%	63%	52%	43%	73%				75%
Hispanic Students	76%	81%	69%	63%	79%	65%	62%	57%	83%	67%			77%
White Students	71%		76%		57%	53%							
Economically Disadvantaged Students	74%	77%	75%	64%	75%	63%	54%	53%	89%	55%			76%

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	69%	74%			73%			54%	76%	62%			66%
Students With Disabilities	32%	25%			44%			21%	36%				60%
English Language Learners	64%	72%			71%			41%	81%				67%
Hispanic Students	70%	73%			74%			53%	76%	62%			67%
White Students	63%				63%			80%					
Economically Disadvantaged Students	61%	68%			71%			45%	70%	45%			69%

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	74%		66%	60%	68%	71%	68%	54%	68%	81%			82%
Students With Disabilities	43%		52%	51%	33%	66%	67%	28%	35%				80%
English Language Learners	68%		65%	55%	66%	70%	67%	36%	65%				82%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	73%		66%	60%	68%	70%	67%	53%	67%	80%			82%
Multiracial Students													
Pacific Islander Students													
White Students	75%		74%		67%	89%							
Economically Disadvantaged Students	72%		65%	61%	67%	71%	68%	49%	65%	84%			80%

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	77%	56%	21%	55%	22%
Ela	4	64%	55%	9%	53%	11%
Ela	5	57%	56%	1%	55%	2%
Ela	6	78%	57%	21%	54%	24%
Ela	7	72%	55%	17%	50%	22%
Ela	8	63%	54%	9%	51%	12%
Math	3	87%	65%	22%	60%	27%
Math	4	60%	62%	-2%	58%	2%
Math	5	63%	59%	4%	56%	7%
Math	6	75%	60%	15%	56%	19%
Math	7	58%	49%	9%	47%	11%
Math	8	80%	58%	22%	54%	26%
Science	5	45%	53%	-8%	53%	-8%
Science	8	59%	42%	17%	45%	14%
Civics		76%	70%	6%	67%	9%
Algebra		100%	55%	45%	50%	50%

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?

Eighth grade mathematics showed the most remarkable improvement, achieving a staggering increase of fifty-six percentage points in proficiency rates, rising from 29% in 2023 to 85% in 2024. This significant gain can be attributed to strategic scheduling based on data analysis and the implementation of a peer tutoring program in mathematics, which students were able to utilize throughout the entire school year.

Lowest Performance

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

In the current school year, science emerged as the weakest subject with the lowest proficiency rate of all reporting categories. Upon closer examination, eighth grade science proficiency showed a significant improvement of ten percentage points, increasing from 53% proficient to 63% proficient. However, fifth grade science proficiency experienced a decline of two percentage points, decreasing from 52% proficient to 50% proficient, contributing to the low overall proficiency rate. The trend of declining proficiency in fifth grade science has now been exhibited for three consecutive years.

Greatest Decline

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

Fourth grade math exhibited the most significant decline, dropping by twenty percentage points compared to 2023. In 2023, fourth grade math was 83% proficient, while in 2024, it was 63% proficient. This decline can be attributed to one fourth grade math teacher lacking experience in the subject matter, leading to low proficiency rates in that class. Consequently, this impacted the overall proficiency rates for the entire grade level.

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.

At Jane S. Roberts K-8, all data components surpassed the state average except for fifth grade

science, which fell one percentage point below the state average. Specifically, while the state average stood at 51% for fifth grade science, Jane S. Roberts K-8 achieved 50%. This discrepancy reflects a consistent downward trend in fifth grade science proficiency observed over the past three years.

EWS Areas of Concern

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

An area of concern highlighted by our Early Warning Systems is that 12% of our students have accumulated between 16 and 30 absences. It is imperative that we address this pattern of poor attendance to ensure students can fully benefit from instructional time.

Highest Priorities

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

Our top five priorities for school improvement in the upcoming school year are as follows, starting with the most important:

1. Science proficiency
2. Attendance
3. Mathematics learning gains
4. Middle school acceleration
5. Academic interventions

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.

Our data analysis has highlighted differentiated instruction as a pivotal focus for our school. This conclusion is drawn from math learning gain data. Math learning gains decreased from 71% in 2022 to 62% in 2024, while math lowest 25% learning gains decreased from 68% in 2022 to 55% in 2024. By implementing differentiated instruction, we can provide students with tailored support that addresses their unique learning needs, thereby improving their grasp of specific standards. Enhancing our approach in this area is essential for increasing our learning gains in mathematics. Differentiated instruction inherently supports scaffolding, re-teaching, and mastery, ensuring that all students gain the necessary knowledge to achieve proficiency and excel further.

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 mathematics learning gains will increase by a minimum of five percentage points, bringing the percentage of students making learning gains to 67% and the percentage of the lowest 25% of students to 60% in 2025.

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 oversee standards-aligned instruction by conducting quarterly data discussions with teachers, utilizing topic assessment data. Administrators will perform monthly classroom walkthroughs to observe both informally and formally. Additionally, administrators will support teachers struggling with standards-aligned instruction by either developing their skills in this area or offering external professional development opportunities. To support students who are not making sufficient progress, differentiated instruction and re-teach lessons will be utilized.

Person responsible for monitoring outcome

Vivian Loriga

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:

To enhance our approach, we will implement differentiated instruction. This method offers students various ways to engage with and understand content, aiding them in processing and constructing ideas. It involves creating diverse teaching materials and assessment strategies to ensure that all students, regardless of their abilities, can learn effectively. The effectiveness of differentiated instruction will be monitored through monthly administrative walkthroughs, utilizing "look-fors" and comprehensive data analysis occurring on a monthly basis.

Rationale:

Based on data showing a decline in Math learning gains from 71% in 2022 to 62% in 2024, and a decrease in learning gains for the lowest 25% from 68% to 55% over the same period, we have chosen differentiated instruction as our target strategy. This approach was selected because it is an inclusive practice that allows for individualized instruction tailored to each student's needs. Additionally, by combining differentiated instruction with data analysis, teachers can focus on helping students achieve proficiency in specific standards. As students master these standards through differentiated instruction throughout the school year, they are more likely to reach proficiency on state standardized assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Development

Person Monitoring:

Vivian Loriga, Assistant Principal

By When/Frequency:

9/27/2024

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

At the start of the school year, teachers at Jane S. Roberts K-8 Center will participate in professional development focused on differentiated instruction. Consequently, teacher lesson plans will incorporate data-driven differentiated strategies, and administrators will observe these practices during instructional time. This will be monitored by administrators as they review lessons plans during IPEGS observations.

Action Step #2

Data Driven Instruction

Person Monitoring:
Diony Martinez, Principal

By When/Frequency:
9/27/2024

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

Administration will hold regular data discussions with grade-level and departmental teachers to analyze data and support instructional strategies, including differentiated instruction, re-teaching lessons, and whole-group instruction. These data chats will take place quarterly. Consequently, teachers will use data to inform differentiated instruction and ensure their lesson plans reflect these insights. This will be monitored by administrative review of topic assessment data, administrative walkthroughs, and lesson plan reviews conducted during IPEGS observations.

Action Step #3

Classroom Walkthroughs

Person Monitoring:
Diony Martinez, Principal

By When/Frequency:
9/27/2024

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

The administration will conduct bi-weekly classroom walkthroughs to monitor and assess the implementation and effectiveness of differentiated instruction. This will be monitored by administrators utilizing walkthrough logs.

Area of Focus #2

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.

Based on a comparison of the 2023 and 2024 Science State Assessment data, it is clear that while overall Science proficiency increased from 54% to 56%, this growth primarily stemmed from eighth grade, rising from 53% to 63% during this period. However, fifth grade Science proficiency declined from 51% proficient in 2023 to 50% proficient in 2024, slightly below the state average of 51%. To achieve this goal, we will implement a data-driven instructional strategy.

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.

Our objective is to elevate the overall Science proficiency rate from the 2024 proficiency rate of 56% to 60% proficiency in 2025. This will be achieved by boosting proficiency rates in both fifth and eighth grades.

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.

This area of focus will be monitored through administration reviewing topic assessment data, conducting classroom and science lab walkthroughs, and through administrative data chats. Science teachers in grades five and eight will meet with administrators on a monthly basis to review data, resource/support needs, and create monthly focus calendars. As a result of these actions, we anticipate the science proficiency rate to increase by six percentage points from the 2024 proficiency rate of 56% to 60% proficiency in 2025.

Person responsible for monitoring outcome

Diony Martinez, 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:

The strategy of Flexible/Strategic Grouping will be utilized in the 2024-2025 school year to support differing needs of students as they acquire the necessary information and skills to excel on the Statewide Science Assessment. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning, but grouping decisions should respond to the dynamics in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction. Student-led groups take many forms, but share a common feature—that students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning. Flexible grouping will be monitored by administration via monthly walkthroughs, utilizing "look-fors" to guide their observations.

Rationale:

Based on a comparison of the 2023 and 2024 Science State Assessment data, overall Science proficiency increased only four percentage points from 54% to 58%. This strategy was selected because it empowers students to take ownership of their learning and should propel greater student success in Science proficiency.

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

Science Teacher Meetings

Person Monitoring:

Vivian Loriga, Assistant Principal

By When/Frequency:

9/27/2024

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

Administrators will convene with science teachers prior to school beginning to set science proficiency goals and establish a strategic framework for enhancement. This will ensure that science teachers grasp the significance of increasing proficiency rates and are equipped to focus on science throughout the 2024-2025 school year. This will be monitored by meeting agendas, meeting sign in sheets, and administrative walkthroughs to observation action follow through. Administrators will look for data driven instruction and fluid grouping in classrooms.

Action Step #2

Standards Based Bell Ringers

Person Monitoring:

Vivian Loriga, Assistant Principal

By When/Frequency:

9/27/2024

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

Teachers will utilize standards based science bell ringers every day to monitor the effectiveness of the previous lesson. Data collected from the bell ringers will be used by teachers to conduct re-teach lessons. This will be monitored by administrators as they conduct informal walkthroughs, IPEGS observations, and data analysis of formal assessments.

Action Step #3

Science Lab

Person Monitoring:

Diony Martinez, Principal

By When/Frequency:

9/27/2024

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

Administration will create a science lab rotation schedule for grades two through five to implement lessons within the lab. Science push in support will be used in 5th grade rotation periods to ensure additional support. This will be monitored by administrative walkthroughs to observe follow through on the action.

Area of Focus #3

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

Instructional Practice specifically relating to Benchmark-aligned instruction

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.

To address the plateau in middle school acceleration rates, our school will prioritize Benchmark Aligned Instruction. This approach will ensure that our curriculum directly aligns with academic standards, providing students with the necessary foundation for success. By implementing this strategy, we aim to increase middle school acceleration rates and ultimately elevate our overall school. Benchmark Aligned Instruction will also facilitate scaffolding, reteaching, and differentiated instruction, enabling all students to achieve their full potential.

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 instruction, then our middle school acceleration rate will increase by a minimum of five percentage points, bringing the percentage of students achieving proficiency in middle school acceleration courses from 68% to 73% in 2025.

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 monitor standards-aligned instruction through quarterly data chats with teachers, focusing on a variety of assessments including baseline, topic, unit, biweekly, and mid-year evaluations. Additionally, administrators will conduct informal classroom observations to assess instructional practices. Teachers who are struggling with benchmark-aligned instruction will receive targeted support, either through individualized coaching or external professional development opportunities.

Person responsible for monitoring outcome

Diony Martinez

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:

To achieve our goal we will implement the strategy of Data-Driven Instruction in the 2024-2025 school year. Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data driven instruction will be monitored by administration via monthly data analysis and progress monitoring.

Rationale:

Based on the fact that middle school acceleration only increased by six percentage points, going from 62% in 2023 to 68% in 2024, it is prudent to implement a strong data-driven instructional focus and

practice in middle school acceleration courses.

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

Initial Data Chat/Meeting

Person Monitoring:

Vivian Loriga

By When/Frequency:

9/27/24

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

Administrators will meet with middle school acceleration course teachers before school begins to review the 2023 data to identify areas of strength and areas of need. This will be monitored by meeting agendas and meeting sign in sheets.

Action Step #2

Performance Matters Training

Person Monitoring:

Vivian Loriga

By When/Frequency:

9/27/24

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

Administrators will meet with middle school acceleration course teachers to review how to utilize Performance Matters to administer topic assessments, as well as how to read and understand resulting data reports. This will be monitored by meeting agendas, meeting sign in sheets, and administrative reviews of which teachers are utilizing performance matters via the admin reporting abilities provided by Performance Matters.

Action Step #3

Re-Teach Lessons

Person Monitoring:

Vivian Loriga

By When/Frequency:

9/27/24

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

Administrators will provide support to middle school acceleration course teachers to ensure they are using data to provide targeted re-teach lessons to best meet the needs of individual students. Re-teach lessons will propel students to greater success as they master benchmarks that are aligned to instruction. This will be monitored by administrative data chat logs from monthly data chats and review of assessment data to track progress. Administrators will provide one to one support for teachers who are not utilizing data driven re-teach methods.

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.

Attendance remains a pressing concern at Jane S. Roberts K-8 Center, where 12% of our students accrued between 16 and 30 absences during the 2023-2024 school year. Although we commend the improvement from 15% in the 2022-2023 school year, which marks a three percentage point decrease, it is imperative that we sustain our focus on attendance as a critical determinant of student success. Consistent attendance is fundamental to academic achievement and overall student well-being. The negative impact of excessive absences on student performance is profound, as missed instructional time directly hinders learning opportunities and academic progress. Moreover, regular school attendance fosters a sense of routine and discipline that is essential for educational growth and development. Addressing attendance challenges requires a collaborative effort involving students, parents, educators, and the broader school community. By emphasizing the importance of consistent attendance and implementing supportive strategies, we can create an environment where every student has the opportunity to thrive academically and socially.

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.

By effectively implementing attendance initiatives such as attendance incentive programs, celebrations, enhanced monitoring, and improved communication with families, we aim to achieve a significant improvement in our 2024-2025 attendance records. Specifically, we anticipate a reduction of five percentage points in the number of students experiencing 16-30 absences. This effort aims to ensure that no more than 7% of our student body will have 16-30 absences, reflecting our commitment to enhancing overall attendance rates.

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 assistant principal and counselors will conduct monthly attendance monitoring and hold meetings with students and parents to discuss attendance. These meetings will involve the attendance team addressing parental concerns, offering support, and connecting parents with external resources for any needs beyond the school's scope. Additionally, the attendance team will share attendance data with the PTSA, enabling them to utilize it for implementing attendance incentives.

Person responsible for monitoring outcome

Michelle Andrade

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:

We will utilize the evidenced based strategy of Strategic Attendance Initiatives, which involves close monitoring and reporting of student absences, calls to parents, and further direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

Over the past three years at Jane S. Roberts K-8, there has been minimal improvement in the number of students falling into the 16-30 absences category on the EWI'S. In 2021-2022, 13% of students were in this category, increasing to 15% in 2022-2023, and then decreasing slightly to 12% in 2023-2024. While there has been some improvement, the persistently high percentage of students in this category remains concerning. Absences significantly impact students' ability to learn and acquire knowledge, making this a critical area of focus. By implementing attendance initiatives consistently and effectively, we aim to reduce the number of students with excessive absences. Enhancing attendance will support our academic goals and enhance assessment scores by ensuring students receive maximum instructional time.

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

Parent Meetings

Person Monitoring:

Michelle Andrade, Middle School Counselor &
Natalia Guzman, Elementary Counselor

By When/Frequency:

9/27/2024

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

School counselors will schedule meetings with students and parents of students who have accumulated three unexcused absences within the initial 30 days of the school year. These meetings aim to implement attendance interventions and offer resources to parents for additional support. This will be monitored via the iAttend app in Power Apps as we complete the monthly attendance requirements.

Action Step #2

Attendance Contracts

Person Monitoring:

Michelle Andrade, Middle School Counselor &

By When/Frequency:

9/27/2024

Natalia Guzman, Elementary Counselor

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

School counselors will create and implement attendance contracts with students. Attendance contracts will include specific highly detailed attendance stipulations and consequences for poor attendance. This will be monitored by collection of student contracts and assurance by counselors that every student in school has a contract signed by their parent/guardian.

Action Step #3

Attendance Expectations Assemblies

Person Monitoring:

Diony Martinez

By When/Frequency:

9/27/2024

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

During the first week of the 2024-2025 school year, administrators will meet with students in grades three through eight to clearly outline attendance expectations, discuss incentives for good attendance, and explain the consequences of poor attendance. This will ensure that students have a clear understanding of what is expected regarding their attendance. This will be monitored by our counselors as they track attendance via the iAttend app in Power Apps.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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

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))

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))

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))

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)).

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)).

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))

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.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

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