

Miami-Dade County Public Schools

CHARLES R HADLEY ELEM SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 6
 - D. Demographic Data 7
 - E. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup 17
 - E. Grade Level Data Review 20
- III. Planning for Improvement 21
- IV. Positive Culture and Environment 34
- V. Title I Requirements (optional) 38
- VI. ATSI, TSI and CSI Resource Review 43
- VII. Budget to Support Areas of Focus 44

School Board Approval

This plan was approved by the Dade County School Board on 10/16/2024.

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

Charles R. Hadley's mission is to ensure student achievement by providing a quality education in a safe, nurturing environment.

Provide the school's vision statement

Charles R. Hadley's vision is to guarantee all students a solid foundation of knowledge.

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

Jordana Schneider

Position Title

Principal

Job Duties and Responsibilities

As principal of Charles R. Hadley Elementary, Ms. Jordana Schneider is the Chief Instructional Leader, Manager of the Compliance and Implementation of Procedures for the faculty and staff. Principal Schneider also strives to maintain the integrity, fidelity, and consistency of our students' academic and emotional success. Ms. Schneider's main goal is to ensure a safe healthy school environment for all our students, teachers, staff, and parents.

Leadership Team Member #2

Employee's Name

Norma Lopez-Cao

Position Title

Assistant Principal

Job Duties and Responsibilities

As the Assistant Principal of Charles R. Hadley Elementary, Ms. Norma Lopez-Cao will provide support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs. Through the coordination with the principal, Ms. Lopez-Cao also helps set goals and objectives for both instruction and extracurricular activities in grades 3-5.

Leadership Team Member #3

Employee's Name

Ja'Shon Fayson

Position Title

Assistant Principal

Job Duties and Responsibilities

Mr. Fayson oversees, supports, set expectations, provides instructional leadership, ensures commitment, holds regular meetings, and analyzes data for the use of intervention and achievement needs in Pre-Kinder, Kindergarten, first and second grade. Mr. Fayson also oversees SPED, technology, and meets regularly with the Attendance Review Committee.

Leadership Team Member #4

Employee's Name

Marisol Izquierdo

Position Title

Reading Coach

Job Duties and Responsibilities

Ms. Izquierdo oversees the Reading and Language Arts curriculum for the entire school population from Kindergarten to fifth grade. The Reading Coach actively participates in MTSS/RTI meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the areas of Reading and Language Arts. The Reading Coach participates in data collection and data analysis in order to implement and design a constructive focus plan. She will also identify Tier 1, Tier 2, and possible Tier 3 students and collaborate with support staff by providing instructional strategies and resources.

Leadership Team Member #5

Employee's Name

Yria Juantorena

Position Title

ELL Compliance/ Math Liaison

Job Duties and Responsibilities

Ms. Juantorena oversees the ELL program from testing to assuring compliance by maintaining continuous data for all targeted students. The Bilingual Representative will actively participate in the MTSS/ RTI meetings, will identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches in the areas of Spanish and modern languages.

In addition, as the Math Liaison who in conjunction with administration oversees the mathematics curriculum for the entire school population from Kindergarten to fifth grade. Ms. Juantorena actively participates in MTSS/ RTI meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the area of Math. The Math Coach will also participate in data collection and data analysis in order to implement and design a constructive focus plan.

Leadership Team Member #6

Employee's Name

Dianna Rose

Position Title

Media Specialist/ Professional Development Liaison

Job Duties and Responsibilities

Ms. Rose is a certified Media Specialist that is responsible for purchasing and maintaining the library collection at Charles R. Hadley Elementary ensuring it meets all of the state and district guidelines.

Ms. Rose also supports teachers in selecting professional growth target opportunities that will improve the overall learning and pedagogy. Ms. Rose also proposes professional development courses that are purposeful and target areas needing improvement.

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.

There are several ways that we will involve all stake holders in the School Improvement Process. Leadership team will be present in common planning meeting. Data chats will be conducted monthly with administration. Teachers will conduct quarterly data chats with their students. Reflection sessions will be conducted over cupcakes with the coaches. Coffee and conversation will be conducted between the teachers and the Assistant Principals. School staff and parents will be involved in both PTA and ESSAC. Business and community leaders will be invited to participate in the ESSAC committee. School committees will have monthly meeting to coordinate and update school calendar. Parent teacher conferences will be conducted frequently in order to communicate and address concerns and disseminate information.

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))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state's academic standards by having the teachers reflect within their grade level and make recommendations. Coaches will also create and share a link to a "form" for teachers to give feedback and input. In addition, Data chats will be conducted between teacher/student, admin/students, and counselor/students. We would also have Admin/leadership team conduct quarterly walk throughs. In order to gather SIP feedback administration will have informal coffee and conversations and coaches will have monthly cupcakes with the coaches meeting with teachers.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	99.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	89.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
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) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	3	6	3	9	2				23
One or more suspensions	0	0	1	0	1	0				2
Course failure in English Language Arts (ELA)	0	5	1	7	10	4				27
Course failure in Math	0	4	1	7	8	1				21
Level 1 on statewide ELA assessment	0	0	0	6	18	14				38
Level 1 on statewide Math assessment	0	0	0	3	5	7				15
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	22	24	32						81
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	8	1	13	2					26

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	12	6	22	26	15				84

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	8	2	6	1	0				20
Students retained two or more times	0	0	0	0	0	1				1

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		15	6	3	6	3				33
One or more suspensions		1		1						2
Course failure in ELA			6	10	8					24
Course failure in Math			4	6	7	4				21
Level 1 on statewide ELA assessment				4	22	27				53
Level 1 on statewide Math assessment				2	13	15				30
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	31	24	37						150

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			6	6	15	13				40

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		6	4						11
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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 *	59	63	57	56	60	53	58	62	56
ELA Grade 3 Achievement **	64	63	58	58	60	53			
ELA Learning Gains	61	64	60				67		
ELA Learning Gains Lowest 25%	71	62	57				57		
Math Achievement *	65	69	62	60	66	59	59	58	50
Math Learning Gains	59	65	62				68		
Math Learning Gains Lowest 25%	55	58	52				67		
Science Achievement *	40	61	57	57	58	54	60	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	62	64	61	59	63	59	62		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	536
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	61%	62%	49%		64%	60%

* 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	44%	No		
English Language Learners	60%	No		
Hispanic Students	59%	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	37%	Yes	1	
English Language Learners	59%	No		
Hispanic Students	61%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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Economically Disadvantaged Students

60%

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%
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Students With Disabilities

44%

No

English Language Learners

64%

No

Native American Students

Asian Students

Black/African American Students

Hispanic Students

62%

No

Multiracial 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%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	61%	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	59%	64%	61%	71%	65%	59%	55%	40%					62%
Students With Disabilities	28%	54%	55%	73%	47%	36%	45%	20%					37%
English Language Learners	56%	61%	64%	77%	64%	60%	55%	37%					62%
Hispanic Students	58%	63%	61%	71%	65%	58%	52%	40%					62%
Economically Disadvantaged Students	61%	69%	58%	71%	59%	55%	47%	37%					61%

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	56%	58%			60%			57%					59%
Students With Disabilities	22%	14%			38%			43%					66%
English Language Learners	51%	51%			58%			57%					76%
Hispanic Students	56%	57%			61%			57%					75%
Economically Disadvantaged Students	56%	59%			56%			56%					73%

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	58%		67%	57%	59%	68%	67%	60%					62%
Students With Disabilities	22%		47%	42%	31%	62%	83%	26%					40%
English Language Learners	58%		68%	56%	61%	72%	70%	63%					62%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	58%		68%	57%	59%	68%	68%	60%					61%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	56%		66%	58%	55%	65%	65%	58%					62%

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	49%	56%	-7%	55%	-6%
Ela	4	35%	55%	-20%	53%	-18%
Ela	5	52%	56%	-4%	55%	-3%
Math	3	60%	65%	-5%	60%	0%
Math	4	57%	62%	-5%	58%	-1%
Math	5	54%	59%	-5%	56%	-2%
Science	5	33%	53%	-20%	53%	-20%

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?

Attendance showed the most improvement during the 2023-2024 school year. The amount of students missing 10 or more days was 37 percent as compared to 50 percent during the 2022-2023 school year. This is a 23 percent decrease when comparing to the 2022-2023 school year to the 2023-2024 school year.

During the 2023-2024 school year Charles R. Hadley Elementary vigilantly monitored and promptly intervened in cases of unexcused and excused absences. To promote regular attendance, students achieving perfect attendance were acknowledged monthly, complemented by daily recognition during morning announcements with the "We're Glad You Are Here!" initiative, Dante's Dance Party, and the monthly Attendance Review Committee meetings.

Lowest Performance

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

The domain where our performance was the weakest was in Science grade 5. Upon reviewing the outcomes of the Statewide Science assessment, it was revealed that only 41% of our students exhibited proficiency. Factors that played a role in necessitating enhancement in this area may encompass student attendance, language acquisition, and vocabulary development, particularly within our significant English Language Learner (ELL) demographic. Furthermore, the unexpected teacher absence due to illness might have contributed to diminished scores among students on the statewide science evaluation.

Greatest Decline

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

The most significant decrease compared to the previous year was observed in the Science performance of Grade 5 students. An analysis of the 2023 Statewide Science assessment data revealed a notable decline of 13 percentage points, dropping from 54%

to 41%. The primary factors contributing to this decline were identified as a lack of adherence to implementing Science Labs within the classroom setting. Despite having introduced Science Labs, the absence of a hands-on, practical instructional approach hindered student performance on the Statewide Science assessment.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The results of the FAST PM3 ELA assessment indicate that in Grade 5, 30% of students achieved a level 1, which is higher than the state average of 21%. This suggests a notable 9% disparity, particularly when compared to the statewide average. Furthermore, data from the Statewide Science assessment reveals that 40% of our students attained a level 1, surpassing the state average of 24% by a significant margin of 16 percentage points. The primary reasons contributing to this gap include a substantial presence of newcomer ELL level 1 students during the academic year of 2023-2024. Another factor influencing this area for enhancement was an unforeseen illness affecting the classroom teacher. Consequently, multiple teacher changes occurred until stability was established and educators were structured to deliver consistent instruction.

EWS Areas of Concern

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

Upon reviewing the data from the Early Warning Systems (EWS), one significant finding is the prevalence of students with 11-30 absences, reaching 35% during the 2023-2024 academic year. Another notable concern is that at Charles R. Hadley Elementary, 16% of students recorded 16-30 absences, contrasting with the district average of 9%.

Additionally, Substantial Reading Deficiency is an Early Warning System (EWS) with 143 students in first thru fifth grade not meeting grade-level standards.

Highest Priorities

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

After thorough data analysis, Charles R. Hadley Elementary has decided to enhance Science proficiency by introducing the EduSmart program at the beginning of the upcoming school year.

To ensure effective implementation, teachers will no longer depend on the Science Lab schedule but will instead integrate hands-on science labs during their designated science periods. Additionally, teachers will plan supplementary science labs as needed within their classrooms.

Furthermore, the school will intensify efforts to improve ELA and Mathematics proficiency by deploying Reading and Math Coaches. These coaches will adopt a push-in model for students in grades 3-5 and strictly adhere to their schedules.

In the 2024-2025 academic year, attendance remains a top priority. The school will vigilantly monitor and promptly intervene in cases of unexcused and excused absences. To promote regular attendance, students achieving perfect attendance will be acknowledged monthly, complemented by daily recognition during morning announcements with the "We're Glad You Are Here!" initiative.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Our focus is on improving student performance in Science, specifically targeting the statewide assessment results for the academic year 2023-2024, where we observed a decline to 33% proficiency from the previous year's 47%.

Measurable Outcome

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

With the implementation of interactive science notebooks, conducting science labs with fidelity, and pursuing STEAM designation, student proficiency will increase from 33% to 50% in the science 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.

Monitoring the Area of Focus on developing interactive learning environments in Science will be done through several key steps:

1. **Lesson Plan Review:** Ensure that science teachers have included interactive learning activities, such as labs, in their lesson plans. This will be monitored by reviewing lesson plans periodically, on a monthly basis.
2. **Lab Execution:** Verify that teachers are actually conducting science labs weekly. This will be checked through classroom observations, lab schedules, and student work.
3. **Walkthroughs:** The Leadership Team will conduct regular walkthroughs. These walkthroughs will specifically focus on observing whether interactive learning environments are being implemented effectively. During walkthroughs, leaders will look for evidence such as:
 - **Student Engagement:** Are students actively participating in hands-on activities?
 - **Use of Materials:** Are teachers utilizing appropriate lab materials and resources?
 - **Integration into Lesson Plans:** Are labs integrated effectively into the overall

curriculum?

- **Learning Outcomes:** Are students achieving the desired learning outcomes through these activities?

4. **Communication:** Administration will ensure open communication between the Leadership Team and science teachers regarding expectations and progress. Regular meetings or check-ins will be scheduled.

Person responsible for monitoring outcome

Jordana Schneider

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:

In the realm of Instructional Practice, our school will prioritize the evidence-based approach known as Science Interactive Learning Environments. This method enables students to engage with visual aids and supports that facilitate the development or integration of essential skills, academic terminology, and instructional/metacognitive processes.

Rationale:

Interactive learning environments will facilitate student engagement in science laboratories. These facilities will provide opportunities for students to engage with visual aids and supports the development of fundamental skills, academic terminology, and instructional/metacognitive strategies.

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

K-5 Science Implementation

Person Monitoring:

Jordana Schneider

By When/Frequency:

Weekly/ September 27

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

Science education will be emphasized in all grade levels (K-5) as this content area is cumulative in nature. The Leadership Team will conduct regular walkthroughs. These walkthroughs will specifically focus on observing whether science education is being emphasized in all grade levels.

Action Step #2

Science Labs

Person Monitoring:
Ja'Shon Fayson

By When/Frequency:
Weekly/September 27

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

Students will participate in labs on a weekly basis. Administration will monitor Lab Reports or Reflections. Students may be required to submit lab reports or reflections after each session. These reports can outline what they learned, any challenges faced, and how they applied scientific principles during the lab. This serves both as an assessment of participation and as a formative assessment of their understanding.

Action Step #3

Interactive Notebooks

Person Monitoring:
Norma Lopez-Cao

By When/Frequency:
Bi-Weekly/September 27

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

Notebooks will be provided to each student in grades 2-5 to keep notes, vocabulary, and graphic organizers with a focus on the Essential Questions. Administration will monitor how teachers incorporate students' notebooks into instruction. For example, are they referencing notebooks during class discussions or using them to guide activities related to Essential Questions? This integration can reinforce the importance of notebook use.

Action Step #4

Implementation of Science Focus Walls

Person Monitoring:
Ja'Shon Fayson

By When/Frequency:
Bi-Weekly/January 17

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

Teachers will incorporate Science Focus Walls in their classrooms to enhance student engagement and understanding of key concepts. Each Focus Wall will prominently display relevant scientific vocabulary, including definitions and visual aids, to support vocabulary acquisition and reinforce learning throughout the unit. Regular updates will be made to the walls as new concepts are introduced, ensuring they remain dynamic and relevant to ongoing lessons.

Action Step #5

Authentic Science Student Work on the Walls

Person Monitoring:
Ja'Shon Fayson

By When/Frequency:
Bi-Weekly/ January 17

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

Teachers will implement the "Authentic Science Student Work on the Walls" initiative by selecting a relevant theme for student projects and inviting submissions that showcase their understanding. They will establish clear guidelines for the work, allowing students to present in various formats. The selected pieces will be displayed in a dedicated area of the classroom.

Action Step #6

Performance Data

Person Monitoring:

Ja'Shon Fayson

By When/Frequency:

Bi-Weekly/May 23

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

Teachers will collect and analyze student performance data from the Science Assessments. As a result, this data will be shared during regular data chats, where teachers and administrators will discuss student progress, identify areas for improvement, and adjust instructional strategies as needed. Teachers will also use this time to celebrate student growth and collaborate on effective teaching practices.

Action Step #7

Science Event

Person Monitoring:

Ja'Shon Fayson

By When/Frequency:

Bi-Weekly/May 23

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

We will invite families to an event featuring interactive science activities. During the event, students will lead hands-on activities that demonstrate key concepts from their projects, allowing families to participate and engage with the science in a fun, immersive way. As a result, this will foster a collaborative learning environment, where students can share their knowledge, and families can experience the science firsthand. Faculty will provide guidance and highlight notable student achievements throughout the event.

Area of Focus #2

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

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

Based on the identification of substantial reading deficiencies in 143 students and the concerning decline from 48% proficiency in the 2022-2023 FAST assessment to 35% proficiency in the 2023-2024 assessment, it is evident that current instructional methods may not effectively support all students in reaching proficiency benchmarks. This data underscores the critical need for interventions tailored to meet diverse learning needs. By focusing on Differentiated Instruction (DI), which systematically addresses individual learning gaps and provides targeted support where needed, there is potential to reverse the decline in ELA scores. DI offers a structured approach to adapt teaching methods, content, and assessments to accommodate varying readiness levels, interests, and learning profiles, thereby promoting equitable access to educational opportunities and enhancing overall student achievement in ELA.

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

According to the 2024 FAST PM3 data, 53% of 2nd grade ELA students are currently scoring below 40% on the ELA FAST assessment. To address these challenges and build on the identified opportunities for growth—such as supporting Level 1 and 2 students who may need additional resources to meet grade-level expectations, and enhancing lesson plans and instruction—we will implement Differentiated Instruction. This approach will focus on setting high expectations for all students, including ESOL and Students with Disabilities, to foster their academic growth and achievement.

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

According to the 2024 FAST PM3 data, 64% of 4th grade students are scoring below 40% on the ELA FAST assessment. To address this issue and capitalize on growth opportunities—such as providing targeted support for Level 1 and 2 students who may require additional resources to meet grade-level expectations, and refining lesson plans and instruction—we will implement Differentiated Instruction. This strategy will emphasize setting high expectations for all students, including ESOL and Students with Disabilities, to promote their academic growth and success.

Grades K-2: Measurable Outcome(s)

With the implementation of the targeted ELA strategies required by RAISE and differentiated instruction, 50% of our 2nd grade students are expected to score above the 40th percentile by the PM3 assessment window.

Grades 3-5: Measurable Outcome(s)

With the implementation of the targeted ELA strategies required by RAISE and differentiated instruction, 46% of our 4th grade students are expected to score above the 40th percentile by the PM3 assessment window.

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.

Data Driven Instruction through Differentiation will be monitored by a systematic approach that includes data chats, student self monitoring their progress, goal setting, and collaborative conversations amongst all stakeholders.

Person responsible for monitoring outcome

Norma Lopez-Cao

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:

By implementing the Data-Driven Instruction strategy, we will have a systematic needs approach by which we can assess student needs through the use of assessments and data analysis.

Rationale:

If the Data-Driven Instruction strategies are implemented with fidelity, then we expect to see an increase in student achievement as evidenced by their assessment results.

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 Assessments

Person Monitoring:

Marisol Izquierdo

By When/Frequency:

Weekly/ September 27

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

The instructional staff will conduct initial assessments from both district-approved textbooks and Progress Monitoring diagnostics to collect essential data for improving student learning outcomes. By consistently utilizing data gathered from these assessments, we anticipate a rise in student achievement.

Action Step #2

Baseline Assessment

Person Monitoring:

Jordana Schneider

By When/Frequency:

Bi-weekly/ September 27

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

Following the administration of baseline assessments and Progress Monitoring diagnostic exams, teachers will analyze student needs to develop, implement, and sustain a differentiated approach to learning. Through consistent analysis and implementation of these differentiated strategies, we anticipate an increase in student achievement.

Action Step #3

Data Chats

Person Monitoring:

Norma Lopez-Cao

By When/Frequency:

Monthly/ September 27

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

Teachers and students will engage in data discussions to analyze collected data and establish quarterly goals to empower students. Through consistent implementation of these data discussions, we anticipate an increase in student achievement.

Action Step #4

Data Analysis

Person Monitoring:

Jordana Schneider

By When/Frequency:

Monthly/ January 17

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

The Leadership Team, in collaboration with teachers, will conduct a thorough analysis of i-Ready AP1 and F.A.S.T. PM1 data during scheduled grade-level data chats. As a result, this analysis will enable teachers to make necessary instructional adjustments and regroup students as needed.

Action Step #5

FAST Track Tutoring

Person Monitoring:

Norma Lopez-Cao

By When/Frequency:

Bi-Weekly/ January 17

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

FAST Track Tutoring will be offered in the morning for L25 and L35 students. As a result, this initiative is designed to enhance student achievement by providing targeted support and resources tailored to their specific needs.

Action Step #6

Grade-level Data Discussions

Person Monitoring:

Norma Lopez-Cao

By When/Frequency:

Bi-Weekly/May 23

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

The Leadership Team, working together with teachers, will perform a comprehensive review of i-Ready AP2 and F.A.S.T. PM2 data during grade-level data discussions. As a result, this review will empower teachers to make necessary instructional adjustments and address students' academic needs as necessary.

Action Step #7

FAST PM2 School-Wide Incentives

Person Monitoring:

Norma Lopez-Cao

By When/Frequency:

Bi-Weekly/May 23

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

Students who demonstrate a level increase from PM1 to PM2 in the FAST assessment will earn a "Popcorn Party" as a reward. This special event will be a school-wide incentive, where students can enjoy popcorn while celebrating their individual progress and achievements. As a result, this fun and

rewarding experience will motivate students to strive for improvement and create excitement around their academic growth.

Area of Focus #3

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

Instructional Practice specifically relating to Small-group 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.

The selected area of focus has been identified as a critical need due to the findings from the 2024 ELA FAST Assessment, which indicate that only 26% of students with disabilities are proficient in English Language Arts (ELA). Additionally, the 2024 5th Grade Florida Statewide Science Assessment reveals a concerning decline in proficiency, with only 18% of students with disabilities achieving proficiency, compared to 43% in the 2023 assessment. In response to this data, we will concentrate on implementing standard-aligned instruction to enhance proficiency levels among students with disabilities.

Measurable Outcome

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

The specific measurable outcome that the school aims to achieve is an improvement in academic performance on statewide assessments, particularly for the subgroup of students with disabilities. By successfully implementing standard-aligned instructional practices in the classroom, we anticipate that, on the 2024-2025 FAST statewide standardized assessments, at least 36% of students in grades 3 through 5 will demonstrate proficiency in reading. Additionally, we project that 38% or more of 5th grade students with disabilities will achieve proficiency on the 2025 5th Grade Florida Statewide Science 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 will conduct quarterly data discussions following the I-Ready and State Assessments. Additionally, weekly walkthroughs will take place on Wednesdays to ensure that explicit, standard-aligned instruction is implemented daily with fidelity. These walkthroughs will focus on both whole group instruction and differentiated instruction, emphasizing standard-aligned explicit teaching practices.

Person responsible for monitoring outcome

Jordana Schneider

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:

Our school will emphasize the evidence-based strategy of Standards-Aligned Instruction, specifically tailored to meet the needs of students with disabilities. Teachers will implement lessons that are directly aligned with established standards and learning targets, ensuring that all instructional techniques and student outputs are accessible and relevant to this subgroup. Educators will deliver carefully planned lessons designed to provide targeted support and scaffolding, guiding students with disabilities in meeting the expectations outlined in the standards and learning targets. Students will demonstrate their mastery of the lesson objectives through high-quality work samples and tasks that reflect their individual learning needs and strengths. This focused approach aims to empower all students, particularly those with disabilities, to achieve their full academic potential.

Rationale:

The implementation of the evidence-based strategy of Standards-Aligned Instruction will provide lessons tailored to the standards and learning targets, specifically designed to support students with disabilities. All student work products and teaching techniques will be effectively aligned with the intended standards to ensure accessibility and understanding for this subgroup. Teachers will explicitly deliver planned lessons that guide students with disabilities through the requirements of the standards and learning targets, incorporating differentiated strategies as needed. Students will demonstrate their mastery of the lesson objectives through their work samples and tasks, which will be designed to meet their unique learning needs. This approach aims to accelerate the academic potential of all students, particularly those with disabilities, by providing them with the necessary support and resources to succeed.

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:

Dianne Rose

By When/Frequency:

Quarterly/ September 27

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

Provide job-embedded professional development for teachers on the effective implementation of Standards-Aligned Instruction, specifically designed to support the unique needs of students with disabilities. As a result, teachers will deliver focused instruction that is tailored to meet the diverse

learning requirements of all students, ensuring that students with disabilities receive the support and resources necessary to thrive in the classroom. This professional development will empower educators to create inclusive learning environments where every student can achieve their full potential.

Action Step #2

Lesson Plans

Person Monitoring:

Norma Lopez-Cao

By When/Frequency:

Weekly/ September 27

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

Teachers will develop weekly lesson plans that incorporate Standards-Aligned Instruction with a specific focus on the needs of students with disabilities. As a result, educators will be able to correlate lessons with relevant standards and learning targets, ensuring accessibility and engagement for this subgroup. Students with disabilities will demonstrate their mastery of the lesson objectives through tailored work samples and tasks that reflect their individual strengths and learning needs. This approach aims to foster an inclusive learning environment where all students can succeed.

Action Step #3

Collaborative Planning

Person Monitoring:

Jordana Schneider

By When/Frequency:

Weekly/ September 27

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

Coaches will facilitate weekly collaborative planning sessions to provide teachers with the opportunity to address the unique challenges faced by students with disabilities. During these sessions, educators will brainstorm strategies to identify and overcome misconceptions related to inclusive practices, as well as share best practices for promoting engagement among students with disabilities. As a result, the collaborative effort will empower teachers to develop effective instructional approaches that meet the diverse needs of all learners, ensuring that students with disabilities receive the support necessary for success.

Action Step #4

Data Driven Differentiated Instruction

Person Monitoring:

Jordana Schneider

By When/Frequency:

Monthly/ January 17

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

Following a careful evaluation of student data, targeted student groups will be established to support differentiated instruction. As a result, this approach will ensure that students' academic needs are effectively addressed during small group instruction.

Action Step #5

Coaching Support

Person Monitoring:

Norma Lopez-Cao

By When/Frequency:

Weekly/ January 17

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

Coaching support will be integrated into the differentiated instructional time frame, allowing instructional coaches to model best practices. As a result, this collaboration aims to enhance the overall effectiveness of instructional strategies implemented in the classroom.

Action Step #6

Small Group Instruction Planning and Collaboration

Person Monitoring:

Norma Lopez-Cao

By When/Frequency:

Bi-Weekly/May 23

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

Teachers will collaborate with instructional coaches to develop targeted small group lesson plans based on student needs. As a result, this partnership will enhance the customization of lessons, improving student engagement and learning outcomes in small group settings.

Action Step #7

Ongoing Professional Development in Small Group Instruction

Person Monitoring:

Norma Lopez-Cao

By When/Frequency:

Bi-Weekly/May 23

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

Teachers will engage in ongoing professional development focused on refining small group instruction strategies. As a result, this will lead to improved teaching practices, fostering more effective and dynamic small group interactions that better support student learning.

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.

Upon reviewing the Early Warning Systems (EWS) data, a significant finding emerged regarding student attendance. During the 2023-2024 academic year, it was noted that 35% of students had between 11 and 30 absences. Additionally, at Charles R. Hadley Elementary, 16% of students recorded 16 to 30 absences, which contrasts with the district average of 9%.

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.

To effectively monitor student attendance and achieve a targeted 5 percentage decrease in

absenteeism school-wide, our school has implemented a comprehensive approach. Central to this effort is the establishment of a robust attendance tracking system that captures daily attendance data for all students across grade levels. Each morning, homeroom teachers record student attendance promptly, ensuring accurate and timely data collection.

Additionally, our school utilizes an Early Warning System (EWS) that flags students who are consistently absent or approaching the threshold for excessive absences. This system allows us to identify at-risk students early on and intervene proactively to address attendance issues before they escalate.

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.

To facilitate effective monitoring and communication, a Daily Attendance Bulletin will be disseminated to teachers every day. This bulletin provides up-to-date attendance records for each student in their homeroom, allowing teachers to promptly address any attendance issues or discrepancies. Teachers can use this information to identify trends, provide timely interventions for students with recurring absences or tardies, and celebrate improvements in attendance as they occur.

Person responsible for monitoring outcome

Ja'Shon Fayson

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:

To proactively address attendance challenges and support students who accumulate three or more absences, our school has developed a structured approach to intervention and support. Phone calls will be initiated for students who reach this threshold, aiming to communicate directly with parents or guardians. These calls serve to discuss the importance of regular attendance and to identify any underlying issues or barriers that may be affecting the student's ability to attend school consistently.

Rationale:

The absentee rate at schools has far-reaching implications that extend beyond just student attendance numbers. One critical impact is on Full-Time Equivalent (FTE) funding, which is determined based on student attendance records. FTE funding plays a pivotal role in financing various educational resources, including staffing, instructional materials, and facility maintenance. When absenteeism rates are high, FTE calculations may decrease, potentially leading to reduced funding allocations for the school. This, in turn, can limit the school's ability to provide adequate support and resources necessary for student learning and development.

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

Monitoring Attendance

Person Monitoring:

Ja'Shon Fayson

By When/Frequency:

Weekly/ September 27

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

If we diligently monitor and edit attendance records, the result will be that teachers can identify and rectify any discrepancies that arise.

Action Step #2

Target Student Status Forms

Person Monitoring:

Ja'Shon Fayson

By When/Frequency:

Monthly/ September 27

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

Monthly completion of the Targeted Student Status Form will involve contacting parents and implementing attendance interventions. This structured approach aims to hold parents accountable and motivate students to maintain regular school attendance.

Action Step #3

Attendance Incentives

Person Monitoring:

Ja'Shon Fayson

By When/Frequency:

Monthly/ September 27

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

Charles R. Hadley Elementary will provide incentives to students who achieve perfect attendance each grading period. As a result, this will help improve the attendance rate.

Action Step #4

Class Goals

Person Monitoring:

Ja'Shon Fayson

By When/Frequency:

Monthly/ January 17

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

To promote student attendance, teachers will establish clear attendance goals for the class and communicate these to both students and parents.

Action Step #5

Positive School Culture

Person Monitoring:

Ja'Shon Fayson

By When/Frequency:

Monthly/ January 17

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

To foster a positive school culture that encourages attendance, teachers will implement initiatives that promote student connection and engagement. This includes organizing regular community-building activities, such as team-building exercises, peer mentorship programs, and student-led events that allow for social interaction and collaboration. Teachers will also emphasize the importance of relationships by checking in with students individually, providing support for those facing challenges.

Action Step #6

Promoting Positive School Culture and Environment:

Person Monitoring:

Ja'Shon Fayson

By When/Frequency:

Bi-Weekly/May 23

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

Teachers and staff will implement initiatives that foster a welcoming and inclusive school culture, ensuring students feel valued and supported. As a result, this positive environment will increase student motivation and engagement, leading to improved attendance and participation in school activities.

Action Step #7

Encouraging Consistent Student Attendance

Person Monitoring:

Ja'Shon Fayson

By When/Frequency:

Bi-Weekly/May 23

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

A school-wide campaign will be launched to highlight the importance of regular attendance, with rewards and recognition for consistent students. As a result, this initiative will boost overall attendance rates, creating a more consistent learning experience and enhancing student success.

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.

Charles R. Hadley Elementary School will disseminate its School Improvement Plan to stakeholders through various channels, including the school website, emails, parent-teacher meetings, and physical copies sent home with students. The plan's objectives, strategies, and progress updates will be communicated to parents, teachers, students, and the community to ensure transparency and foster collaboration in the school's improvement efforts.

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))

Charles R. Hadley Elementary School will build positive relationships with all stakeholders by implementing strategies such as open communication, regular updates, involving stakeholders in decision-making processes, addressing concerns promptly, and organizing collaborative events. These efforts will foster a sense of community and mutual trust among parents, teachers, students, and the broader community. For more information, please visit crhadleyelementary.net (parent resources).

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))

Charles R. Hadley Elementary School will strengthen academic programs through a variety of strategies, including curriculum enhancements, teacher training, the integration of new technologies, and collaboration with feeder-pattern schools and after-school programs. These efforts aim to improve the quality of education, provide diverse learning opportunities, and keep pace with evolving educational trends.

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))

The development of a school improvement plan in coordination with other federal programs involves several steps. First, educators and administrators analyze data to identify areas needing improvement. Then, align the plan with federal program requirements and goals, ensuring integration. Collaboration between program coordinators, teachers, and stakeholders is essential to create a comprehensive and unified strategy. Regular communication and assessment help maintain coordination and alignment between the school improvement plan and federal initiatives.

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))

At Charles R. Hadley Elementary School, we prioritize the holistic development of our students by offering a range of counseling and school-based mental health services designed to support their emotional well-being. Our school employs a qualified counselor who provides individual and group sessions, addressing social-emotional needs and promoting positive mental health. In addition, we offer specialized support services tailored to assist students with disabilities, ensuring they receive the necessary resources to thrive. Our mentoring programs connect students with caring adults who guide and encourage them in building resilience and life skills. Furthermore, we implement various extracurricular activities that foster teamwork, communication, and leadership abilities, helping students develop essential skills outside of academic subject areas. Through these comprehensive strategies, we aim to create a supportive environment that nurtures the overall growth of every student.

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))

At Charles R. Hadley Elementary School, we recognize the importance of preparing our students for future postsecondary opportunities and the workforce. While our primary focus is on elementary education, we emphasize awareness of career paths and the value of lifelong learning. We introduce students to various career and technical education concepts through engaging activities, guest speakers, and field trips that highlight different professions and the skills required for success in those fields. Additionally, we work closely with secondary schools to ensure a smooth transition for our students, providing information about available coursework that allows them to earn postsecondary credit while still in high school. By fostering an early understanding of career possibilities and educational pathways, we aim to equip our students with the knowledge and motivation needed to pursue their goals beyond elementary school.

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)).

At Charles R. Hadley Elementary School, we implement a schoolwide tiered model to prevent and address problem behavior, ensuring that all students receive the support they need to succeed. Our approach includes a proactive framework that focuses on positive behavior interventions and supports (PBIS), which establishes clear expectations for behavior and reinforces positive actions. We provide early intervening services that are closely coordinated with activities under the Individuals with Disabilities Education Act (IDEA), ensuring that students who exhibit challenging behaviors receive timely and appropriate interventions. This model allows us to identify students at risk early and provide targeted support, including behavioral coaching, social skills training, and individualized interventions, tailored to their unique needs. By fostering a positive school climate and offering comprehensive support, we aim to reduce problem behaviors and promote a conducive learning environment for all students.

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)).

At Charles R. Hadley Elementary School, we prioritize professional learning and development activities for teachers, paraprofessionals, and other school personnel to enhance instruction and effectively utilize data from academic assessments. We provide ongoing training workshops focused on data analysis, differentiated instruction, and best practices in pedagogy to ensure our staff can meet the diverse needs of all students. Additionally, we promote collaborative learning communities where educators can share insights, strategies, and resources, fostering a culture of continuous improvement. To recruit and retain effective teachers, particularly in high-need subjects, we offer mentorship programs for new staff, competitive professional development opportunities, and support for advanced certifications. By creating a supportive environment that values professional growth and data-driven decision-making, we aim to empower our educators and enhance the overall quality of instruction at our school.

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))

At Charles R. Hadley Elementary School, we employ a variety of strategies to assist preschool children in their transition from early childhood education programs to our elementary school program. We begin by fostering strong partnerships with local preschools, engaging in regular

communication to understand the needs of incoming students. Our school hosts orientation sessions and open house events, allowing preschoolers and their families to visit the school, meet teachers, and explore the learning environment. Additionally, we provide transition workshops for parents to equip them with tools and resources that support their child's adjustment to elementary school. Our teachers also conduct collaborative meetings with preschool educators to share insights on individual students' strengths and areas of growth, ensuring a smooth transition. By implementing these strategies, we aim to create a welcoming and supportive atmosphere that helps preschool children feel confident and prepared as they embark on their educational journey at Charles R. Hadley Elementary.

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