

Miami-Dade County Public Schools

Lenora Braynon Smith Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Lenora Braynon Smith Elementary

4700 NW 12TH AVE, Miami, FL 33127

<http://lbs.dadeschools.net>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Lenora B. Smith Elementary School will provide the highest quality education, empowering students to live productive lives as lifelong learners and responsible citizens. Through high levels of quality instruction, students will achieve academic success that will lead them to and through college.

Provide the school's vision statement.

At Lenora B. Smith Elementary, we believe in leading our own lives with astute scholarship and well-rounded character. We will be kind, make meaning of the world around us, own our responsibilities and work to achieve at the highest levels. Character, citizenship, and scholarship are at the core of all we do and seek to accomplish at Lenora B. Smith Elementary School. We not only seek to prepare students for the next grade level, but we seek to inspire the next generation by helping students embody the lasting traits and mindsets necessary to be lifelong learners. This year, our school's theme is "LBS All-Stars, Batter Up For Success!".

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Dalton, Shawntai	Principal	Provide a clear vision for learning for all students; ensure a safe, secure and orderly learning environment; and cultivate strong relationships with and acts in service to diverse stakeholders, including families and communities.
Colzie, Shundra	Assistant Principal	Ensures a safe, pleasant and effective educational atmosphere, provides discipline as necessary and enforces school policy. Assists the Principal to manage employees in the elementary school.
Porter, Darnell	Math Coach	A Mathematics Instructional Coach does research, prepares materials, and identifies resources for use by the district, teams, schools, and teachers – including: teaching strategies, assessment of math skills, and interpretation and the use of assessment results.
Victor, Valeria	Reading Coach	An Instructional Reading Coach has a strong influence on the overall reading program in the school. An Instructional Reading coach leads professional development workshops, model strategies, or techniques for teachers, and conducts collaborative lessons.
Smith, Lehana	Reading Coach	An Instructional Reading Coach serves as an advocate for the literacy program. Reading coaches lead professional development workshops, model strategies, or techniques for teachers, and conduct collaborative lessons. A Reading Coach has a strong influence on the overall reading program in the school.

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. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Leadership Team plans to involve teachers, school staff, parents, and students with implementation of this year's SIP through Faculty and Curriculum Council, and EESAC Meetings. Parents involved in the EESCA Committee and who attend Open House will be kept abreast of this year's Actions Steps and goals for our students. Once finalized the SIP will be held at Lenora B. Smith and/or provided for parents on our school's website. All stakeholders will be provided the opportunity to read and provide feedback regarding the SIP.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation by including the SIP as an agenda item in various meetings with the school staff, parents, and the community. To increase the achievement of

students in meeting the State's academic standards, particularly for those students with the greatest achievement gap, the SIP's action steps will be introduced and reinforced with teachers to ensure the effectiveness of this year's goals are followed and implemented. Parents will receive notification regarding upcoming assessments and student's progress through academic events and social media.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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 days	17	41	45	22	1	41	0	0	0	167
One or more suspensions	0	0	0	0	0	10	0	0	0	10
Course failure in English Language Arts (ELA)	0	2	19	21	6	1	0	0	0	49
Course failure in Math	0	1	9	8	3	7	0	0	0	28
Level 1 on statewide ELA assessment	0	0	0	19	12	17	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	12	6	17	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	3	16	15	15	0	0	0	50

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	2	11	0	0	0	0	0	14
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

Prior Year (2022-23) As Initially 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 days	0	13	19	18	7	15	0	0	0	72
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	19	21	6	1	0	0	0	49
Course failure in Math	0	1	9	8	3	7	0	0	0	28
Level 1 on statewide ELA assessment	0	0	0	19	12	17	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	12	6	17	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	24	32	14	18	0	0	0	90
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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	0	2	16	21	11	15	0	0	0	65

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	8	21	0	0	0	0	0	31
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	0	13	19	18	7	15	0	0	0	72
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	19	21	6	1	0	0	0	49
Course failure in Math	0	1	9	8	3	7	0	0	0	28
Level 1 on statewide ELA assessment	0	0	0	19	12	17	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	12	6	17	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	24	32	14	18	0	0	0	90
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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	0	2	16	21	11	15	0	0	0	65

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	8	21	0	0	0	0	0	31
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	28	60	53	29	62	56	26		
ELA Learning Gains				59			39		
ELA Lowest 25th Percentile				61			47		
Math Achievement*	44	66	59	42	58	50	32		
Math Learning Gains				74			44		
Math Lowest 25th Percentile				68			38		
Science Achievement*	26	58	54	29	64	59	31		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	71	63	59	46			32		

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	196
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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%
SWD	26	Yes	4	1
ELL	38	Yes	1	
AMI				
ASN				
BLK	31	Yes	1	1
HSP	39	Yes	1	
MUL				
PAC				
WHT				
FRL	38	Yes	1	

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%
SWD	35	Yes	3	
ELL	51			
AMI				
ASN				
BLK	48			
HSP	53			
MUL				
PAC				
WHT				
FRL	52			

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)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	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	28			44			26					71
SWD	15			37							2	
ELL	28			44			8				5	71
AMI												
ASN												
BLK	28			42			32				4	
HSP	28			46			17				5	70
MUL												
PAC												
WHT												
FRL	28			47			23				5	68

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	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	29	59	61	42	74	68	29					46
SWD	25	56		30	56		10					
ELL	30	63	54	47	80	69	22					46
AMI												
ASN												
BLK	27	56	70	37	72		28					
HSP	33	67	58	50	75	62	29					46
MUL												
PAC												
WHT												
FRL	30	60	62	42	74	70	29					50

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	26	39	47	32	44	38	31					32
SWD	18	40		14	9							
ELL	20	48		42	65		24					32
AMI												
ASN												
BLK	27	38		25	34	27	32					
HSP	25	41		48	64		30					32
MUL												
PAC												
WHT												
FRL	26	39	47	32	44	38	31					32

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	56%	-25%	54%	-23%
04	2023 - Spring	29%	58%	-29%	58%	-29%
03	2023 - Spring	20%	52%	-32%	50%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	28%	63%	-35%	59%	-31%
04	2023 - Spring	51%	64%	-13%	61%	-10%
05	2023 - Spring	47%	58%	-11%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	24%	50%	-26%	51%	-27%

III. Planning for Improvement

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

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

Based on the 2023 ELA FAST data, 54% of 3rd graders in 2023 scored a Level 1 and 26% were proficient (Levels 3-5). The contributing factors consist of a huge achievement gap between 2nd and 3rd grade; as well as teachers new to the 3rd grade curriculum and to the intermediate grades.

Based on 2023 FAST PM3 Math data, 30% of 3rd grade students were proficient. The contributing factors consist of 3rd Grade remediating the secondary standard for Differentiated Instruction fluidly based on standard performance instead of daily remediating the primary standard. In comparison, 4th and 5th Grade teachers remediated the primary standard on a daily basis and kept the groups consistent for their small group instruction. as a result, 52% of 4th graders and 47% of 5th graders were proficient.

In comparing the 2023 Statewide Science Assessment, the district's average proficiency was 50%, while the school's average proficiency was 26%. The contributing factors consists of spiraling standards that are not taught in 5th grade, but are assessed.

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

Comparing the 2022 ELA FSA with the 2023 ELA FAST data, 33% of 4th graders in 2022 scored were proficient while 29% of the 4th graders were proficient in the 2023-FAST data. The contributing factor consisted of a teacher new to the 4th grade curriculum.

Math- iReady AP3 2021-22 Tier 1 39%/Tier 2 48%/Tier 3 14% compared to IReady AP2 Tier 1 23%/Tier 2 58%/Tier 3 19%. No declines in proficiency 2022 FSA 16/83 (19%) students were proficient compared to 2023 FAST 63/136 (46%) were proficient. iReady- Decline due to change of standards and there was no true school wide AP3 to compare this year to last years AP3. The students in times past have shown they are more focused on scoring their optimum best on an AP3 iReady Diagnostic.

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.

3-5 ELA- The data component that had the greatest gap when compared to the state average is the FAST ELA Data for Grades 3-5. In Grade 3, there is a difference of 28% proficiency compared to the state. In Grade 4, there is a difference of 27% proficiency compared to the state. In Grade 5, there is a difference of 38% proficiency compared to the state.

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

FSA 16/83 (19%) students were proficient compared to 2023 FAST 63/136 (46%) were proficient. 4th and 5th Grade remediated the primary standard on a daily basis and kept the groups consistent for their small group instruction with 3-4 groups of intervention.

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

Student Attendance: According to last year's data 167 students were absent 10% or more days. Also, 40 of the 2nd and 3rd graders demonstrated course failure in ELA.

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

1) Support the new 4th grade math teacher using the same method of strategized primary standard remediation. 2) Get the 5th grade science teacher acclimated back to math instruction they have not been acquainted with in 4 years. 3) Help the 3rd grade Self Contained teacher focus on targeted primary remediation and consistent ongoing progress monitoring to adjust whole group instruction. 4) Mirror what helped us gain proficiency across all grades.

Area of Focus

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

#1. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, 20% of 3rd grade students were proficient in ELA as compared to the district's average of 51% and state's average of 60%. Based on the data and the identified contributing factors, a high number of Level 1 and 2 ESOL students, student readiness levels limited their abilities to master grade level tasks. We will implement Small Group Instruction to assist with increasing the 3rd grade ELA proficiency level.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The implementation of effective and consistent differentiated instruction will result in 25% of the 3rd graders will be proficient by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct quarterly data chats, adjust DI and Intervention groupings based on current data, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of differentiated instruction for all students. Data analysis of formative assessments of all students will be reviewed to observe progress. A schoolwide tracker will be created and updated to monitor OPM data. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on primary and remediated standards/benchmarks. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Shawntai Dalton (sdalton@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Transformation Coaches will assist teachers with analyzing Topic Assessment/PMA data to plan for remediation. As a result, teachers will identify benchmarks for remediation and adjust student groups.

Person Responsible: Shundra Colzie (scolzie@dadeschools.net)

By When: 8/17 - 9/29

The Transformation Coaches will conduct collaborative planning with teachers to assist with identifying standards-aligned resources and the delivery of DI. As a result, DI instruction will yield increase in student mastery of targeted benchmarks.

Person Responsible: Lehana Smith (lsmith@dadeschools.net)

By When: 8/17 - 9/29

Provide professional development for teachers by the Instructional Coaches on scaffolding instruction to meet need of the learners. As a result, students will show growth on their OPM's.

Person Responsible: Darnell Porter (porter@dadeschools.net)

By When: 9/29

No description entered

Person Responsible: [no one identified]

By When:

No description entered

Person Responsible: [no one identified]

By When:

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 EWS data, 39% of students have 16 or more absences as compared to Tier 2/3 schools and the district at 37% and 29% of students with 16 or more absences respectively. There was a 5% increase in the percentage of students having 16 or more absences from the 2021-2022 to the 2022-2023 school year. Based on the data, we will implement the Targeted Element of Attendance Incentives. Through our data review, we have concluded that the students struggling with daily attendance are also not meeting expectations for academic learning progress as well as proficiency on state and progress monitoring assessments. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently a priority.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the Evidence-Based Strategy of Student Attendance Initiatives, there will be a 10% decrease of students with 16 or more absences by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The School Leadership Team (SLT) along with the Attendance Review Committee (ARC) will review attendance data and connect with families who struggle with attendance to identify the root cause for absences, creating a plan of action to ensure improvement in attendance for targeted students. The ARC will plan regular student incentives to promote attendance and monitor the Truancy Intervention Report on a weekly basis with emphasis on attendance trends for students with excessive absences. Home visits and address verification will be conducted by the Community Involvement Specialist; and truancy packets and meetings with parents will be held accordingly by the ARC Team and i-Attend Specialist. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made as necessary. Also, a designated bulletin board will be used as our monthly Attendance tracker. Grade levels with the highest percentage of perfect attendance record (monthly) will be recognized and rewarded.

Person responsible for monitoring outcome:

Shundra Colzie (scolzie@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Student Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences. The initiatives will provide the SLT and ARC teams with a systematic approach to identify attendance issues,

remediation, and rewards. As a result, the implementation of Attendance Initiatives will assist in decreasing the number of students with excessive absences.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/17- 9/29 (1) Students with 16 or more absences for the 2022-2023 school year will be identified and targeted for participation in the LBS Attendance All-Stars Team to receive mentoring from staff members for the 2023-2024 school year. The SLT and ARC teams will monitor student attendance for targeted students and provide incentives for improved attendance on a monthly and quarterly basis. As a result, targeted students will have improved attendance.

Person Responsible: Shundra Colzie (scolzie@dadeschools.net)

By When: September 29, 2023

8/17 - 9/29 Daily monitoring of the attendance bulletin will assist with identifying students struggling with attendance. Also, the bulletin will be utilized to make any necessary daily attendance corrections. As a result, the parents of students struggling with attendance will be identified and contacted in a timely manner to prevent future absences.

Person Responsible: Shundra Colzie (scolzie@dadeschools.net)

By When: September 29, 2023

8/17 - 9/29 A designated bulletin board will be used as our monthly attendance tracker. Grade levels with the highest perfect attendance record (monthly) will be recognized and rewarded. As a result, student incentives for attending school will be provided on a monthly basis which in turn will increase attendance. An increase in student achievement will improve student achievement.

Person Responsible: Shundra Colzie (scolzie@dadeschools.net)

By When: September 29, 2023

8/17- 9/29 Home visits and address verification will be conducted by the Counselor, Community Involvement Specialist and district i-Attend Specialist. As a result, truancy packets and meetings with parents will be held accordingly by the ARC Team and i-Attend Specialist. The importance of attending school will be discussed with parents, which will lead to decreased student absences and improved student attendance.

Person Responsible: Shundra Colzie (scolzie@dadeschools.net)

By When: September 29, 2023

#3. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, 26% of students in Grades 3-5 were proficient in ELA as compared to the state's average of 54% and district's average of 55%. Based on the data and the identified contributing factors of high number of ESOL students in Grades 3-4, novice teachers, and student readiness limits abilities to master grade level tasks. We will implement the following ELL strategies for our ELL population.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Utilizing effective ELL strategies during the ELA block will assist with 30% of the ELL students demonstrating an increase in proficiency by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The School Leadership Team will monitor by discussing how to effectively implement ELL strategies during collaborative planning, conduct classroom walkthroughs, and provide timely feedback to the teachers that are providing the ELL strategies.

Person responsible for monitoring outcome:

Shundra Colzie (scolzie@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based interventions being implemented for this Area of Focus are the use of ELL Strategies. English Language Learners (ELL) Strategies refers to the processes and actions that are consciously deployed to language learners to help them learn or use a language more effectively. They have also been defined as thoughts and actions, consciously chosen by language learners to assist them in carrying out a variety of tasks from the very onset of learning to the most advanced levels of target language performance. The use of technology can be utilized to incorporate visuals, video, audio, etc. to assist English Language Learners.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Due to an increase of our ELL population, ELL interventions such as, scaffolding instruction, implementing vocabulary strategies, and incorporating visual aids should equip English language learners with the tools to understand new concepts and express themselves confidently in another language. As a result, ELL students will increase their acquisition of the English language. Utilizing effective ELL strategies during the ELA block will assist with 30% of the ELL students demonstrating an increase in proficiency by June 2024.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(1) 8/17 - 9/29 Teachers will incorporate the use of scaffolded instruction during whole group instruction and DI to meet the individual needs of the students. As a result of this action step, student performance should increase and progress in the area of ELA.

Person Responsible: Valeria Victor (277534@dadeschools.net)

By When: 9/29/2023

(2) 8/17 - 9/29 Transformation Coaches will model the use of graphic organizers during whole group instruction to incorporate the use of visual aids to help ELLs connect ideas during reading instruction. As a result of this action step, teachers will understand how to use visual aids to help in the development of the English language for speakers of other languages.

Person Responsible: Shundra Colzie (scolzie@dadeschools.net)

By When: 9/29/2023

(3) 8/17 - 9/29 Teachers will utilize student-centered word walls for vocabulary development. As a result, students will be able to use context clues and prior knowledge to determine the meaning of unfamiliar words.

Person Responsible: Valeria Victor (277534@dadeschools.net)

By When: 9/29/2023

(4) 8/17 - 9/29 Teachers will create anchor charts to support the learning target. As a result, students will have support when answering questions as well as an aid to help them process their thinking.

Person Responsible: Valeria Victor (277534@dadeschools.net)

By When: 9/29/2023

#4. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST ELA PM3 data, 20% of students in Grade 3, 29% of students in Grade 4, and 31% of students in Grade 5 were proficient, as compared to the district's average of 51% in Grade 3, 58% in Grade 4, and 57% in Grade 5. According to the 2023 FAST Math PM3 data, 28% of students in Grades 3, 52% of students in Grade 4, and 47% of students in Grade 5 were proficient in Math as compared to the district's average of 64% in Grade 3, 65% in grade 4, and 57% in grade 5. Based on the data and the identified contributing factors of: high number of Level 1 and 2 ESOL students, and student readiness levels limiting abilities to master grade level tasks, we will implement the Targeted Element of Instructional Coaching/Professional Learning.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Instructional Support/Coaching, 32% or higher of the students in Grades 3-5 will be proficient in ELA; and 50% or higher of the students in Grades 3-5 will be proficient in Math on 2023-2024 state assessment by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team (Ms. Dalton, Ms. Colzie, Ms. Smith, Ms. Victor and Mr. Porter) will monitor the effectiveness of Instructional Support/Coaching through conducting walkthroughs to assess the implementation of strategies and skills acquired through coach-teacher interactions, including Collaborative Planning and Coach-Teacher Collaboration Cycles. Data will also be monitored to determine effectiveness of implementation, including data analysis of formative assessments through an online tracker, quarterly data chats, adjusting groups based on current data, and review of lesson plans for indication of instructional adjustments. Various data points will be analyzed during Leadership Team meetings to ensure the effectiveness of Instructional Support/Coaching.

Person responsible for monitoring outcome:

Shundra Colzie (scolzie@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting Instructional Coaching/Professional Learning will assist teachers with re-imagining teaching and learning. Through the collaboration of coaches and teachers, the knowledge of student's needs will develop the areas of critical need.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(1) 8/17 - 9/29 The Transformation Coaches will conduct collaborative planning sessions with teachers on implementing effective Tier 1 and core resources. As a result, Tier 1 instruction will be standards-aligned, delivered with the appropriate level of rigor, and increase student proficiency levels.

Person Responsible: Shundra Colzie (scolzie@dadeschools.net)

By When: 9/29/2023

(2) 8/17 - 9/29 Transformation Coaches will conduct learning walks with new teachers to observe best practices. As a result, new teachers will implement the observed best practices in their classroom.

Person Responsible: Valeria Victor (277534@dadeschools.net)

By When: 9/29/2023

(3) 8/17 - 9/29 Transformation Coaches will conduct Coach Teacher Collaboration Cycles that are based on instructional needs/student data. As a result, teachers are supported with implementing professional learning in the classroom, and skills acquired in the process of coaching improve learning and engagement.

Person Responsible: Lehana Smith (lssmith@dadeschools.net)

By When: 9/29/2023

No description entered

Person Responsible: [no one identified]

By When:

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding and allocation of resources are reviewed by the school's EESAC committee. The School Improvement Plan is an agenda item at each EESAC meeting and it's contents are discussed and voted on by members. Title 1 funds are utilized for instructional resources and hourly interventionists in core content areas during school hours. Additional funds are allocated for before and afterschool tutoring, as well as Saturday Academy by hourly teachers. Targeted groups include Tier 2 and 3 students, English Language Learners, Students with Disabilities, and Black and Hispanic students.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

According to the 2022-2023 AP2 data, 17% of kindergarten students were on or above grade level. 10% of 1st grade students were on or above grade level. 13% of 2nd grade students were on or above grade level.

The 2021-2022 AP2 data shows 15% of kindergarten students were on or above grade level. 9% of 1st grade students were on or above grade level. 10% of 2nd grade students were on or above grade level.

Based on the data reviewed, it was determined that the Before, During, and After (BDA) Reading Strategies would be utilized to instruct students in literacy skills and increase students' interaction with text.

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

*According to the 2023 FAST PM3 data, 26% of students in grades 3-5 were proficient in ELA, compared to the district's average of 55% and state's average of 54% proficiency.

Based on the data reviewed, it was determined that the Gradual Release of Responsibilities Model (GRRM) would be utilized to instruct students in literacy skills and increase students' interaction with text.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of data- driven instruction 45% of students in grades K-2 will be on or above grade level in the area of ELA on AP2 during the 2024 spring administration.

Grades 3-5 Measurable Outcomes

With the implementation of data-driven instruction 30% of students in grades 3-5 will be proficient in the area of ELA on the 2023- 2024 FAST spring administration (PM3).

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Gradual Release of Responsibilities Model (GRRM) and the Before, During, and After (BDA) Reading Strategies will be monitored by the school leadership team during Tier 1 whole-group instruction and also during small-group differentiated instruction blocks. The team will ensure that instruction is based on targeted benchmarks as identified on progress monitoring assessments. The team will review data trackers to ensure that assessment results are being entered bi-weekly.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Victor, Valeria, 277534@dadeschools.net

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

K-2: Teaching BDA Reading Strategies enables students to become active and strategic readers. This is a process that engages students in the use of active reading strategies before, during, and after reading.

3-5: The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

The identified evidence-based practices/programs strongly meets Florida's definition of evidence-based strategies, and aligns with the district's K-12 Comprehensive Evidence-based Reading Plan and the B.E.S.T. ELA Standards.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Implementation of BDA Reading Strategies will enable our primary grade students to become active and strategic readers through the use of active reading strategies before, during, and after reading. This will increase students' reading comprehension and engagement with text.

Implementation of the Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. This will increase students' reading comprehension and engagement with text.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
K-2: Teachers will participate in collaborative planning in which modeling the BDA strategy will be utilized to provide explicit instruction. As a result, students will become active and strategic readers while using BDA strategies.	Victor, Valeria, 277534@dadeschools.net
K-2: Transformation Coaches and teachers will analyze data to identify deficient benchmarks. As a result, teachers will be able to disaggregate data and remediate lowest performed benchmarks.	Victor, Valeria, 277534@dadeschools.net
3-5: Teachers will participate in collaborative planning in which modeling the Gradual Release of Responsibilities Model will be utilized to provide explicit instruction. As a result, students will become active and strategic readers while using GRRM strategies.	Victor, Valeria, 277534@dadeschools.net
Grades 3-5: Leadership team will conduct classroom walkthroughs during Tier 1 instruction to ensure that the GRRM is implemented effectively. As a result, teachers will receive immediate feedback on the implementation of using the GRRM with fidelity.	Smith, Lehana, lssmith@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

The SIP will be disseminated to stakeholders through the school's EESAC meetings and notices sent home with students. The day, time and location of each monthly EESAC meeting is shared with stakeholders via the school calendar, website (www.lenorabsmithelem.com) and flyers sent home with students in three languages. The SIP is an agenda item at each EESAC meeting and it's contents are discussed and voted on by members.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our mission at Lenora B. Smith Elementary School is to provide the highest quality education. Also, empowering students to live productive lives as lifelong learners and responsible citizens. Through high levels of quality instruction, students will achieve academic success that will lead them to and through their endeavors.

We will work with 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 in the following ways:

1. Providing the opportunity for parents to complete the 2023-2024 Title I School-level Parent and Family Engagement Survey in order to assist with the implementation of a Title I Schoolwide Program that meets the needs of their family. The results of this survey will be utilized to help in the development of the Title I School-level Parent and Family Engagement Plan (PFEP), and to plan future parent and family engagement activities, events, and workshops at Lenora B. Smith Elementary. The school-level PFEP is a blueprint of how Lenora B. Smith Elementary will work together with parents, family members, and the community to establish expectations for family engagement and strengthen student academic achievement.
2. Collaborating with parents and families in the development of the School Improvement Process (SIP) and School-Parent Compact. Each Title I school must have a School-Parent Compact that is developed jointly by parents and school personnel. The compact sets out the responsibilities of the students, parents, and school staff in striving to raise student academic achievement.
3. Convening an annual meeting to inform parents and family members of their rights to be involved in the Title I program; PTA, EESAC Meetings, Parent-Teacher Conferences, and Parent Workshops. Also offering meetings at flexible times to maximize participation.
4. Providing parents and family members with timely information about Title I programs; Clasdojo, multi-language flyers, and messages via School Messenger (telephone or text message).
5. Offering workshops, trainings, and parent/teacher conferences at flexible meeting times and a Parent Resource Center/Area;
6. Extending the opportunity for parent and community participation within advisory councils such as the Educational Excellence School Advisory Council (EESAC), the Title I District Advisory Council (DAC), and the Central Region Parent Advisory Council (PAC). Title I DAC and Region PAC members are representatives of parents who consult with the District Title I DAC on the planning and implementation of the Title I Schoolwide 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 III of the SIP. (ESSA 1114(b)(7)ii)

Our school uses data to align the curriculum to State and District academic standards. Our instructional practices are adjusted based on the findings of the assessment data. Parents and stakeholders can attend monthly EESAC meetings for further details about the school's achievement data throughout the school year.

The School-Parent Compact sets out the responsibilities of the students, parents, and school staff in striving to raise student academic achievement. At the elementary grades (K- 5 only), the compact will be discussed and amended during parent-teacher conferences and documented in a teacher communication log. We will assist parents and families in understanding academic content standards, assessments, and how to monitor and improve the academic achievement of their children through Clasdojo, Parent-Teacher Conferences, notices sent home and via telephone

Parents have the right to request and receive timely information regarding the professional qualifications of their child's teachers and paraprofessionals. Parents must be notified if their child is assigned to, or

taught, by a teacher who does not meet state certification requirements for the grade level or subject area for four (4) or more consecutive weeks. Parents will be provided information regarding the level of academic achievement of their child on State required academic assessments. To the extent that it is feasible, information will be shared in language that parents can understand.

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). (ESSA 1114(b)(5))

Developing a coordinated and integrated plan with various Federal, State, and local services, resources, and programs involves collaboration to improve academic achievement.

The plan aligns with ESSA program requirements and leverages ESSA-funded programs and initiatives, including Title I funds which can be used to support hiring of instructional personnel, instructional resources and professional development efforts for teachers in high-need schools. Collaboration with nutrition programs ensure that students have access to healthy meals, promoting overall well-being and readiness to learn.

Coordinating these efforts creates a more comprehensive and supportive learning environment for students while fostering the professional growth of teachers and school personnel. This holistic approach recognizes that education is influenced by various factors beyond the classroom and aims to address those factors to improve overall student success.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

Ensuring counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas is vital for students' overall well-being and success. Examples of services provided include:

-Counseling Services: the school has one full-time school counselor who provides individual and group counseling to address students' social, emotional, and personal development needs.

-Mental Health Coordinator: The primary responsibility of the mental health coordinator is to assist the school with student referrals for mental health services. Crisis intervention resources and referrals are provided for students in need. This creates a confidential and safe space for students to access counseling, therapy, and support for various mental health concerns.

-The district provides specialized support services for personnel to identify students with special needs and provide Individualized Education Programs (IEPs) or 504 plans to address their specific learning and support requirements. Specialized services include, but are not limited to speech therapy, occupational therapy, and behavioral intervention as needed.

- The 5000 Role Models of Excellence Program is an integral part of the extracurricular activities at Lenora B. Smith Elementary. which has mentoring services. The program includes mentoring and is designed to boost the self-image, social skills, and academic performance of targeted males by motivating them to interact with respected and successful men whose real-life accomplishments can

inspire young gentlemen to succeed.

By implementing these strategies and maintaining a strong commitment to student well-being, schools can create a nurturing and supportive environment that helps students develop essential life skills beyond academic subjects.

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. (ESSA 1114(b)(7)(iii)(II))

N/A

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 ESSA 1114(b)(7)(iii)(III).

Implementing a schoolwide tiered model to prevent and address problem behavior, along with early intervening services coordinated with the Individuals with Disabilities Education Act (IDEA), is a comprehensive approach to supporting students with diverse needs. This approach is often referred to as a Multi-Tiered System of Supports (MTSS).

The MTSS team is composed of teachers, counselors, special education staff, and other relevant stakeholders to oversee the implementation. This team collects and analyzes data to identify students at risk of academic or behavioral challenges.

A tiered model approach is used, including:

Tier 1: Universal Supports - Provide evidence-based instruction and interventions to all students within the general education setting.

Tier 2: Targeted Interventions - Offer more focused interventions to students who require additional support beyond Tier 1.

Tier 3: Intensive Interventions - Provide intensive, individualized support to students with significant and persistent challenges.

4. Prevention and Early Intervention Strategies, such as developing and implementing evidence-based classroom management strategies and curricula to prevent problem behaviors. Also offering early intervention services, such as small group instruction or counseling, for students at Tier 2.

Interventions and supports are adjusted based on the ongoing assessment of student needs. The MTSS Team ensures alignment with IDEA regulations, which mandate that students with disabilities receive a Free Appropriate Public Education (FAPE). The team also collaborates with special education staff to identify students eligible for special education services under IDEA, and develops and review Individualized Education Plans (IEPs) for eligible students with disabilities.

By implementing this schoolwide tiered model with a focus on preventing and addressing problem behavior and coordinating services with IDEA, the school can provide comprehensive support to all students, including those with disabilities, and improve overall student outcomes.

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. (ESSA 1114(b)(7)(iii)(IV))

Professional learning and development activities for teachers, paraprofessionals, and other school personnel are crucial for improving instruction and using data from academic assessments effectively, as

well as for recruiting and retaining effective teachers, especially in high-need subjects. These activities play a significant role in enhancing the overall quality of education and student outcomes. Related activities include:

Teachers and staff participate in professional learning focused on interpreting data analysis and using academic assessment data to inform instruction. Training includes how to disaggregate data to identify student strengths and weaknesses, set specific learning goals, and adjust teaching strategies accordingly.

Collaborative Planning, which is likened to a professional learning community, occurs on a weekly basis in core subjects with the Transformation Reading and Math Coaches along with Curriculum Support Specialists from the district. During these sessions, teachers learn instructional strategies and align their curriculum with academic standards and assessment expectations. Teachers learn how to make data-driven decisions to differentiate instruction, provide targeted interventions, and address gaps in student performance by adapting their instruction to address immediate learning needs.

To retain effective teachers, the district's MINT (Mentoring and Induction for New Teachers) Program is implemented. All new-to-the profession classroom teachers in their first year of teaching are assigned and supported by a MINT Mentor who provides guidance and support in using data effectively and improving instruction.

These professional learning and development activities are part of a comprehensive strategy to enhance instructional quality, data utilization, teacher recruitment, and retention efforts. By investing in these initiatives, schools can improve student achievement and create a positive and supportive learning environment.

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

The transition from early childhood education programs to local elementary school programs is a critical phase in a child's educational journey. Some key strategies include implementing the district's Transition to Kindergarten Program, which is designed to bridge the gap between Pre-K and Kindergarten. It includes orientation and school tours for parents on the K-12 program. Pre-K students are allowed to visit and explore the Kindergarten classrooms, meet teachers, and become familiar with the new environment.

Parents are engaged in the transition process by being provided with resources, information, and workshops on what to expect in Kindergarten and the elementary school years. Parents are encouraged to participate in school activities and volunteer opportunities.

By implementing these strategies, schools can help preschool children transition successfully to elementary school, ensuring that they are academically, socially, and emotionally prepared for this important milestone in their education. A smooth transition sets the stage for a positive and successful elementary school experience.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No