

Miami-Dade County Public Schools

Bunche Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	27
VI. Title I Requirements	30
VII. Budget to Support Areas of Focus	0

Bunche Park Elementary School

16001 BUNCHE PARK DR, Miami Gardens, FL 33054

<http://pwbell.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.

Bunche Park Elementary's mission is to provide a structured, data-driven and rigorous curriculum that ensures that all students share in the ownership of their learning and demonstrate improvement in academic and social performance annually.

Bunche Park Elementary's core values include:

Excellence: all students can be successful learners, Equity: professional staff development enhances a quality school, Citizenship: parent and community involvement enables students achievement, and Integrity: a safe and secure environment is essential.

Provide the school's vision statement.

The vision of Bunche Park Elementary is to become a community of learners where students embrace every opportunity to learn in a safe, nurturing environment, utilizing creative, innovative instructional strategies, by highly qualified teachers. Bunche Park students will become resourceful, self-assured individuals who possess strong academic skills, problem-solving abilities and communication skills necessary to face the future challenges of our society.

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
Lewis, Jacqueline	Principal	Responsible for overseeing the instructional program, financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters.
Griffith, Meisha	Assistant Principal	Assists the principal with implementing, monitoring, and sharing the priority actions, that are outlined in the School Improvement Plan, with stakeholders throughout the school year. Additionally, Ms. Griffith assists the principal with monitoring the areas of Student Achievement, Instructional Leadership, Organizational Leadership, Professional and Ethical Behavior, School Operations, Personnel, and Exceptional Student Education (ESE) and English Language Learners (ELL) compliance. Ms. Griffith conducts collaborative planning with kindergarten through fifth grade Mathematics, Science and Social Studies teachers to ensure instructional planning, delivery and assessments are aligned, to review student data, and to plan for instruction and remediation. Ms. Griffith monitors lesson plans to address areas of concern such as: student engagement, the completion of essential labs, providing students with corrective feedback and the delivery of scaffolded/explicit instruction.
Sheffield, Ruby	School Counselor	<ol style="list-style-type: none"> 1. Help students attain an optimum level of personal and social adjustment. 2. Consult with parents, teachers, administrators, and supporting agencies concerning the needs and abilities of students. 3. Ensure that all activities conform to district guidelines. 4. Communicate effectively with all members of the school district and community. 5. Work effectively with community organizations. 6. React to change productively and handle other tasks as assigned
Parrott, Lawana	Reading Coach	<ol style="list-style-type: none"> 1. Develop positive and supportive relationships with classroom teachers, specialized professionals, the leadership team. 2. Work with the leadership team to determine the focus of the district's professional learning and then work with the team to design, prepare, and deliver large and small-group professional learning to appropriate audiences. 3. Provide team level and individual coaching to ensure that instructional practices are aligned with the curriculum, with student assessment data, and with the district's commitment to engaged learning. 4. Provide coaching in the form of modeling, co-planning, coteaching, observing, and conferencing to support individual teachers as they strive to enhance their practice and their students' learning. 5. Assist in the development of intervention procedures and strategies for students who need additional instructional support. 6. Develop a system to document all activities with the intention of building a schedule that maximizes time with teams and individual teachers. Review and revise the schedule on a quarterly basis.

Name	Position Title	Job Duties and Responsibilities
		<p>7. Enhance coaching skills through attendance at/ participation in various learning experiences such as conferences, workshops, summer institutes.</p>
Fortich, Jaclyn	Math Coach	<ol style="list-style-type: none"> 1. Support the development of high quality/effective math instruction by coaching and building capacity of math teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology. 2. Work with math support specialist, leaders and teachers to refine and develop common standards, pacing plans, midyear and end of year assessments for each grade level. 3. Work with various teams (administrators, teachers, and leaders) to facilitate analysis of data provided by diagnostics, assessments, and formative assessments. 4. Help teacher monitoring and tracking ongoing progress monitoring. 5. Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies.
Tarpley, Anitra	Teacher, K-12	<ol style="list-style-type: none"> 1. Responsible for teaching children about basic fundamentals, like numbers, color and shapes, helping children build their social skills and keeping the classroom clean and safe for all of the students and Teachers. 2. Using creative, hands-on methods of learning, such as artistic expression, free play, and storytelling. 3. Planning a curriculum that addresses early childhood education requirements. 4. Encouraging and monitoring social interactions between children.

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, teachers and school staff, utilized various information and data points to create the SIP. Administrators and school leaders gave an overarching perspective on the school's mission, vision, and overall goals. These insights guided the alignment of the improvement plan with the school's strategic direction. Administrators also provided insights into budgeting, resource allocation, and logistical considerations. Teachers gave valuable insights into the classroom dynamics, curriculum, and teaching methodologies. Parents offered perspectives on their children's learning experiences, needs, and challenges through surveys.

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 School Leadership Team will be responsible for monitoring the implementation of the SIP. This team consist of administrators, school counselor, academic coaches and teachers. The SLT will review the data and progression towards steps on a biweekly basis with a follow-up with the staff and other stakeholders during our monthly faculty and ESSAC meetings.

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	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
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: B 2019-20: C 2018-19: C 2017-18: B
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	0	9	11	13	9	15	0	0	0	57
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	15	13	5	0	0	0	0	33
Course failure in Math	0	0	4	2	0	0	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	1	4	9	0	0	0	14
Level 1 on statewide Math assessment	0	0	0	1	7	13	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	20	18	12	18	0	0	0	83

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	5	8	7	12	0	0	0	32

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	0	0	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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	8	8	9	14	8	6	0	0	0	53
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	2	5	9	6	0	0	0	0	22
Course failure in Math	0	0	2	5	6	0	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	6	6	5	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	7	9	4	0	0	0	20
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	

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	2	2	6	13	11	3	0	0	0	37

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	2	4	16	0	0	0	0	0	25
Students retained two or more times	0	0	0	3	1	0	0	0	0	4

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	11	13	12	12	15	5	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	16	11	6	0	0	0	0	0	33
Course failure in Math	0	5	1	1	0	0	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	5	10	4	0	0	0	19
Level 1 on statewide Math assessment	0	0	0	8	14	5	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	16	20	16	14	13	14	0	0	0	93

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	6	6	9	13	4	0	0	0	38

The number of students identified retained:

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

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*	61	60	53	46	62	56	42		
ELA Learning Gains				65			48		
ELA Lowest 25th Percentile				56			50		
Math Achievement*	65	66	59	48	58	50	36		
Math Learning Gains				69			29		
Math Lowest 25th Percentile				75			15		
Science Achievement*	83	58	54	51	64	59	33		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		63	59	50					

* 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)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	282
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	58

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	460
Total Components for the Federal Index	8
Percent Tested	99
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	66			
ELL				
AMI				
ASN				
BLK	66			
HSP	82			
MUL				
PAC				
WHT				
FRL	72			

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	67			
ELL	50			
AMI				
ASN				
BLK	60			
HSP	57			

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%
MUL				
PAC				
WHT				
FRL	59			

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	61			65			83					
SWD	64			70							3	
ELL												
AMI												
ASN												
BLK	58			59			76				4	
HSP	74			89							2	
MUL												
PAC												
WHT												
FRL	65			68			82				4	

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	46	65	56	48	69	75	51					50
SWD	54	74	60	62	74		75					
ELL												50
AMI												
ASN												

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
BLK	47	67	57	45	70	77	54					
HSP	43	57		62	67							
MUL												
PAC												
WHT												
FRL	48	66	56	47	68	75	53					

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	42	48	50	36	29	15	33					
SWD	55	62		57	44		41					
ELL	33			31								
AMI												
ASN												
BLK	45	46	42	37	30		36					
HSP	31	60		30	27		27					
MUL												
PAC												
WHT												
FRL	43	47	46	36	30	15	33					

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	50%	56%	-6%	54%	-4%
04	2023 - Spring	44%	58%	-14%	58%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	52%	9%	50%	11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	65%	63%	2%	59%	6%
04	2023 - Spring	44%	64%	-20%	61%	-17%
05	2023 - Spring	55%	58%	-3%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	67%	50%	17%	51%	16%

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.

The data component that showed the lowest performance is 4th grade ELA and Math on the FAST PM3 and 2nd grade STAR ELA/Math. Both grade groups started off low and although some growth was made, it was not significant. Second grade students also received online instruction during Pre-K and Kindergarten.

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

Students scored better and demonstrated an improvement on all assessments during the 2022- 2023 school year and data was consistent with their performance on topic assessments and ELA bi-weekly's.

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

The data component that showed the greatest gap is the number of students who scored level 1 on the grade 4 FAST mathematics PM3, 41% of students compared to the state 24%.

Fourth grade started off low and growth was minimal. There were no 5th grade ELA level 5 students identified compared to their performance on bi-weekly assessments.

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

The data component that showed the most improvement is FAST ELA and Math in grades 3-5. ELA FAST PM2 21% with an increase of 58% on PM3.

Math FAST PM2 14% with an increase of 63 % on PM3

Science Mid-year 60% with an increase of 81% on FCAT 2.0 NGSS

Actions taken during the school year to address student proficiency were regrouping of students, intervention, homogenously grouping after mid year data review, targeting specific standards, teacher/student data chats and goal setting. Coaches also shifted their support based on teacher/student mid year data.

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

Attendance continues to be an area of concern and is being addressed through incentives, daily phone calls, attendance committee and truancy meetings.

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

Rising 3rd and 5th grade students in ELA and Math and student attendance.

Area of Focus

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

#1. 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 2022-2023 School Culture and Early Warning Indicators Survey from Power BI, attendance for 41% of our students had 16+ days absent. This data indicates that there is a critical need to increase student attendance.

Measurable Outcome:

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

If we successfully incentivize teachers, staff, and students, our student attendance will improve with a 5%, decrease from 41% of our students with 16+ days absent to 36%.

Monitoring:

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

Meeting monthly to identify students who have excessive absences (5 or more) and contact parents for investigation and closely monitor students out of attendance compliance. The school counselor will conduct sessions with students who demonstrate warning signs for excessive attendance to prevent future infractions. The Counselor will submit monthly the attendance intervention report and conduct individual counseling with the targeted students. The CIS will conduct home visits for those targeted students as needed.

Person responsible for monitoring outcome:

Ruby Sheffield (rsheffield@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.)

Within the Targeted Element of Attendance Initiative, our school will focus on the evidence based strategies of: Close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, and counseling.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance Initiative will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

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.

Track student attendance monthly. As a result, attendance and academic outcomes relationship will be monitored.

Person Responsible: Ruby Sheffield (rsheffield@dadeschools.net)

By When: August 17-September 29, 2023

Incentivizing students with perfect attendance monthly. This will help students succeed in school and bolster their self-esteem.

Person Responsible: Meisha Griffith (meishajgriffith@dadeschools.net)

By When: August 17-September 29, 2023

Recognizing the students with perfect attendance with certificates. As a result, students will be enticed to attend and succeed in school.

Person Responsible: Ruby Sheffield (rsheffield@dadeschools.net)

By When: September 1 - September 29, 2023

#2. Instructional Practice specifically relating to Differentiation

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.

Bunche Park Elementary School will implement differentiated instruction as directly related to ELA and Math in Grades 3-5. According to the 2023 FAST Assessment proficiency data, 58 % of our 3-5 students were proficient in ELA and 63% were proficient in Math. Differentiated instruction encourages higher-order thinking skills by offering varied and challenging learning experiences. It promotes critical thinking, problem-solving, and creativity by engaging students in tasks that align with their abilities and interests, allowing them to apply and extend their knowledge in meaningful ways.

Measurable Outcome:

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

If we successfully implement differentiated instruction as related to ELA (which is currently at 52%) and Math (which is currently at 54%) with fidelity in Grades 3-5, then we will increase each area by 3 percentage points as evidenced by the FAST Progress Monitoring (PM3) Assessment. Ela will Increase to 55% proficiency and math will increase to 57% proficiency.

Monitoring:

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

The Leadership Team will conduct regular walkthroughs and quarterly data chats to adjust groups based on current data in real time. The team will follow-up with monthly meetings to review data analysis of formative assessments and ensure that differentiation is aligned to current data. Administrators will continue to review lesson plans for indication of differentiation. Data from topic assessments will be analyzed during planning sessions to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

Jacqueline Lewis (pr0641@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 addresses the various levels of students performance and readiness levels through individualized instruction. Content delivery can be modified for student learning modalities and built upon to increase foundational weaknesses. Teachers will adjust their instructional delivery and content depth as new data indicates areas of weakness.

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.

Teachers will use data to determine appropriate Differentiated Instruction groups and a Differentiated Instruction rotation schedule.

Person Responsible: Lawana Parrott (lparrott@dadeschools.net)

By When: August 21 - September 29, 2023

Teachers will develop lesson plans that will guide the learners trajectory of the standard. These plans will include the method and procedures being utilized to get to the learning goal. Lesson plans will be result oriented are inclusive of DI instruction to ensure students individual academic needs are met.

Person Responsible: Meisha Griffith (meishajgriffith@dadeschools.net)

By When: August 21 - September 29, 2023

During collaborative planning, the instructional coach and the teachers will utilize the DI Pathway Framework to identify and select resources that are aligned to the DI Pathway and create the instructional packets.

Person Responsible: Lawana Parrott (lparrott@dadeschools.net)

By When: August 21 - September 29, 2023

#3. Instructional Practice specifically relating to Intervention**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.

Bunche Park Elementary School will implement Intervention as directly related to ELA in Grades 3-5. According to the 2023 FAST Assessment proficiency data, 52 % of our 3-5 students were proficient in ELA. Intervention encourages higher-order thinking skills by offering varied and challenging learning experiences. It promotes critical thinking, problem-solving, and creativity by engaging students in tasks that align with their abilities and interests, allowing them to apply and extend their knowledge in meaningful ways.

Measurable Outcome:

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

The specific measurable outcome Bunche Park plans to achieve is to improve academic performance on the FAST statewide assessments. If we successfully provide the interventions, then the overall proficiency levels for ELA will improve by 3% and learning gains of 45% on the FAST statewide assessment will be achieved.

Monitoring:

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

The Instructional Coach will conduct weekly collaborative meetings with the ELA teachers and Intervention to review data to drive instruction based on the standards and monitor the intervention data. In addition, the Administration Team will conduct walk-throughs with the coach and ensure that intervention is aligned to the Discovery and Elevate program and taking place with fidelity. Intervention checkpoints will be completed and monitored, this will allow the students to improve their overall performance on the PM3 FAST assessment.

Person responsible for monitoring outcome:

Meisha Griffith (meishajgriffith@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 strategy that we are focusing on is Interventions/RTi which is aligned to the BEST ELA standards and the Reading Plan in grades K-5.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Reading Horizons Intervention is an early identification and support for students with learning needs. The program is a research-based program that begins with high-quality instruction and universal screening of students and includes aligned interventions and ongoing monitoring.

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.

The Instructional Coach will meet on a weekly basis to ensure that interventions are effective and instruction is taking place with fidelity daily.

Person Responsible: Jacqueline Lewis (pr0641@dadeschools.net)

By When: August 21 - September 29, 2023

The Instructional Coach will meet with the teachers on a weekly basis to review the pacing guides to ensure intervention instruction is aligned. As a result, the teachers will have an understanding of the weekly standards and provide quality instruction based on the aligned standards.

Person Responsible: Lawana Parrott (lparrott@dadeschools.net)

By When: August 21 - September 29, 2023

The teachers will conduct intervention checkpoints by following the assessment calendar to collect data based on the standards.

Person Responsible: Lawana Parrott (lparrott@dadeschools.net)

By When: August 21 - September 29, 2023

#4. Instructional Practice specifically relating to ELA**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.

Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings on the 2023 FAST Assessment proficiency data 52 % of our 3-5 students were proficient in ELA. We will strategically develop, explicitly teach, and monitor higher-order thinking questions to increase proficiency by 3%.

Measurable Outcome:

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

If we successfully develop, teach and monitor the usage of higher-order thinking questions effectively, then our ELA Proficient students will increase by a minimum of 3 percentage points as evidenced by the 2024 FAST Assessment. .

Monitoring:

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

Administration and Transformation Coaches will monitor the utilization of higher-order thinking questions in collaborative planning to ensure they are strategically developed and utilized with fidelity. The Leadership team will participate in weekly student product review during our Leadership Team meetings, following up with targeted walk-throughs that monitor the usage of FSA type higher-order thinking questions. Data analysis of bi-weekly progress monitoring assessments will be utilized to track progress and determine the effectiveness of developing and implementing higher-order thinking questions.

Person responsible for monitoring outcome:

Meisha Griffith (meishajgriffith@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.)

Within the targeted area of ELA, our school will focus on the evidence-based strategy of: Higher-order Thinking Questioning techniques. The utilization of higher-order thinking questioning techniques allows students to be exposed to BEST/FAST type response mechanisms and provides opportunities to grapple with complex text.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Higher Order Thinking questions will help build our students' understanding of the subject. These questions will push our students to dig deeper into the material and help them form a more comprehensive understanding to effectively apply the information.

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.

Teachers will participate in weekly collaborative planning, with a focus on backwards planning and analyzing Planning cards and ALD response mechanisms from the progress monitoring assessments.

Person Responsible: Lawana Parrott (lparrott@dadeschools.net)

By When: August 17 - September 29, 2023

Teachers and the Transformation Coach will develop higher-order thinking questions that are aligned to the FAST Assessment style question stems such as Hot Text, Multi-Select, Multiple Choice, and Editing Response questions.

Person Responsible: Lawana Parrott (lparrott@dadeschools.net)

By When: August 17 - September 29, 2023

Product reviews and progress monitoring bi-weekly assessments will be monitored to ensure that the various question types are being implemented with fidelity and assessing the impact of student mastery.

Person Responsible: Lawana Parrott (lparrott@dadeschools.net)

By When: August 21 - September 29, 2023

#5. Positive Culture and Environment specifically relating to Other**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 2022-2023 School Culture Survey from Power BI (staff) 82% of the staff agree that adequate disciplinary measures are used to deal with disruptive behavior. 19% of the staff is neutral or disagree that adequate disciplinary measures are used to deal with disruptive behavior. .

Measurable Outcome:

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

With the implementation of Celebrating Successes, an additional 3% of the staff will agree with the statement that adequate disciplinary measures are taken by the midyear point of the school year. If we successfully continue implementation of Celebrating Successes, the statement that adequate disciplinary measures are used by my school will increase an additional 8 percentage points in the 2023-2024 Climate survey (staff) by June 2024. This will bring us to 90% of our staff agreeing that adequate disciplinary measures are used in our school.

Monitoring:

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

Teachers will be provided with a point system to award students who are in uniform, completing their homework, and are following classroom rules.

Person responsible for monitoring outcome:

Ruby Sheffield (rsheffield@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.)

Within the Area of Focus of Positive Culture and Environment, we will focus on Celebrating Successes to ensure that our students are recognized for positive behavior.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The strategy, Celebrating Successes, attributed to the increase in our 2021-2022 School Climate Survey of the school displaying adequate disciplinary measures. We want to continue growing in that area by recognizing students who are displaying model behavior.

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.

Student's assemblies were held to explain School-Wide Expectations. As a result, students will feel safe and there will be a decrease in disruptive behavior.

Person Responsible: Meisha Griffith (meishajgriffith@dadeschools.net)

By When: August 23, 2023

Students will receive points for exhibiting good behavior, for completing homework assignments, and having perfect attendance. As a result, students will be intrinsically motivated to exhibit positive behaviors.

Person Responsible: Ruby Sheffield (rsheffield@dadeschools.net)

By When: August 21 - September 29, 2023

Monthly celebrations will be held to recognize students who Accumulated 30 points or more. As a result, the amount of disruptive behaviors will decrease from a school-wide level.

Person Responsible: Lawana Parrott (lparrott@dadeschools.net)

By When: August 21 - September 29, 2023

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

Based on the 2023 STAR report, 47% of our K-2nd grade students were proficient on PM3, 53% were not Proficient. Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary will be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

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

Based on the School Profile report in PowerBi, 53% of our 3rd-5th grade students are proficient in ELA. Based on the data, Vocabulary has been proven to be effective in the elementary grades. We will focus on Academic Vocabulary through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

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

If we successfully implement Academic Vocabulary Instruction, during Tier 1 & Tier 2 instruction, then our ELA Proficient students will increase by a minimum of 5 percentage points as evidenced by the 2024 STAR State Assessments.

Grades 3-5 Measurable Outcomes

If we successfully implement Academic Vocabulary Instruction, during Tier 1 & Tier 2 instruction, then our ELA Proficient students will increase by a minimum of 5 percentage points as evidenced by the 2024 FAST State Assessments.

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 area of focus will be monitored by implementing Academic Vocabulary, Instruction Tier 2 & 3 Intervention, weekly collaborative planning, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Teachers will collaboratively plan with coach, utilizing instructional resources that are aligned with the standards. In addition, Teachers will use bi-weekly assessments, unit assessments and review end products to track students progress to ensure that instructional delivery and planning was effective.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Parrott, Lawana, lparrott@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?

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of Academic Vocabulary. Teachers will provide instruction based on students learning needs while using a variety of vocabulary strategies to engage students in higher order learning tasks. In addition, teachers will provide students with different levels of complexity so that all students within the classroom can learn effectively, regardless of differences in ability.

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?

Standard-based planning will allow teachers to help students understand the on grade level content. Teachers will also be able to connect students' knowledge, experiences, interests to their learning goals.

By

providing students with the standards based curriculum, it will guide shifts and enhancements in instructional delivery and student performance.

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
<p>August 21 - September 29, 2023 Teachers will plan with Transformation Coaches to utilize interactive vocabulary word resources throughout instruction.</p>	<p>Parrott, Lawana, lparrott@dadeschools.net</p>
<p>August 21 - September 29, 2023 Teachers will develop lesson plans that are inclusive of Vocabulary instruction. As a result, teachers will use appropriate resources, and lesson plans will reflect student learning in identifying vocabulary within a text.</p>	<p>Griffith, Meisha, meishajgriffith@dadeschools.net</p>
<p>August 21 - September 29, 2023 Teachers will focus instruction on Tier 2 words (frequently found words used in general academic study), supplementing it with Tier 3 words (words that are domain-specific words that are uncommon in everyday reading).</p>	<p>Griffith, Meisha, meishajgriffith@dadeschools.net</p>

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.

All stakeholders which include parents, students, teachers, administrative staff, community members, and local businesses will be informed of Bunche Park School Improvement Plan. The SIP is discussed on an ongoing basis and shared with all stakeholders twice a month at faculty and EESAC meetings.

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))

We will establish consistent communication channels, including newsletters, emails, connect ed. Messages and a section on our school website, to keep parents and families informed about school events, updates. We will invite parents and community members to volunteer in various capacities, such as mentoring, tutoring, and assisting with school events. We will actively seek partnerships with local businesses, organizations, and cultural institutions to provide students with diverse learning experiences and resources beyond the classroom.

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)

At Bunche Park Elementary, we are committed to providing a rigorous and enriching academic experience that equips our students with the skills, knowledge, and critical thinking abilities necessary for success in an ever-evolving world. Our plan to strengthen the academic program, increase learning time, and offer an enriched and accelerated curriculum reflects our dedication to fostering a culture of continuous improvement and excellence. We will conduct a comprehensive review of our curriculum, ensuring alignment with current educational standards and best practices. This review will identify opportunities for improvement and areas where enrichment and acceleration can be integrated. Our teachers will be trained to implement differentiated instruction techniques, tailoring teaching methods to individual student needs. This approach accommodates various learning styles and paces, allowing students to progress at their optimal rate.

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))

At Bunche Park Elementary, we believe in the power of collaboration and synergy when it comes to nurturing the potential of our students. To ensure a comprehensive and effective approach to improving student outcomes, our improvement plan is developed in close coordination and integration with various Federal, State, and local services, resources, and programs, in alignment with the tenets of Every Student Succeeds Act (ESSA). Our improvement plan is developed in careful alignment with the priorities set forth by ESSA. This includes focusing on well-rounded education, supporting effective teaching, promoting educational equity, and enhancing family and community engagement.