

Miami-Dade County Public Schools

# Campbell Drive K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

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## Campbell Drive K 8 Center

15790 SW 307TH ST, Homestead, FL 33033

<http://campbelldrive.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.**

The mission of Campbell K-8 Center is to improve academic achievement for all learners at all grade levels through a shared responsibility of students, teachers, staff, parents, and community agencies.

#### **Provide the school's vision statement.**

Campbell Drive K-8 Center enriches the community through the conveyance of the multi-cultural heritage of our school population in providing the best possible educational experiences for our students and the surrounding community. We extend the services of the school to encompass the needs of the whole individual and to provide a center for a safe and nurturing environment.

### 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
Berkey, Kim	Principal	Principal maintains budget and staffing records. Presents summary attendance sheets, monthly attendance and class size reports; assists with data collection and preparation of FTE Reports and occasionally other reports as required. Oversees class staffing, prepares and transmits student records as requested and updates as applicable; registers and withdraws students. Types forms, memoranda, announcements, business correspondence and psychological reports. Responds to inquiries from district, region, parents, and students regarding attendance, registration requirements and procedures, etc. Checks and monitors immunization status of children, oversees routine student accident and plant security reports, and processes applications for free or reduced cost lunch program. Maintains and monitors Custodial, Budget, ESE, ESOL , and yearly property audits.
Tobiczyk, Valerie	Math Coach	The Mathematics Coach directs instructional services related to math for students in grades K-8 and provides technical assistance to teachers implementing mathematics instruction at the school site. Emphasis will be on utilizing the coaching model (planning, demonstrating, and providing feedback) to facilitate the successful implementation of research-based instruction. The Mathematics Coach provides a pivotal role in the success of the school's mathematics plan.
Ortega, Stephanie	Science Coach	The Science Coach directs instructional services related to science for students in grades K-8 and provides technical assistance to teachers implementing the K-12 curriculum at the school site. Emphasis will be on utilizing the coaching model (planning, demonstrating, and providing feedback) to facilitate the successful implementation of research based literacy instruction. The Science Coach provides a pivotal role in the success of the school's academic performance.
Gilliard, Lema	Assistant Principal	Assistant Principal maintains attendance records of students and notifies parents whenever a student is absent. Prepares summary attendance sheets, monthly attendance and class size reports; assists with data collection and preparation of FTE Reports and occasionally other reports as required. Assigns classes, prepares and transmits student records as requested and updates as applicable; registers and withdraws students. Types forms, memoranda, announcements, business correspondence and psychological reports. Responds to inquiries from parents and students regarding attendance, registration requirements and procedures, etc. Handles office

Name	Position Title	Job Duties and Responsibilities
		correspondence, receives and routes telephone calls, maintains office records management system, and operates DSIS to access various MSA applications to enter, maintain, or retrieve information. Checks and monitors immunization status of children, handles routine student accident and plant security reports, and processes applications for free or reduced cost lunch program. May act as Principal's Secretary during the absence of same. Maintains office supplies, issues bus passes and arranges for special events and field trip transportation
Nuhfer, Julie	Reading Coach	The Reading Coach directs instructional services related to literacy for students in grades K-8 and provides technical assistance to teachers implementing the K-12 Comprehensive Research-based Reading Plan (CRRP) at the school site. Emphasis will be on utilizing the coaching model (planning, demonstrating, and providing feedback) to facilitate the successful implementation of research based literacy instruction. The Reading Coach provides a pivotal role in the success of the school's reading plan.
Valdes, Christopher	Assistant Principal	Assistant Principal maintains attendance records of students and notifies parents whenever a student is absent. Prepares summary attendance sheets, monthly attendance and class size reports; assists with data collection and preparation of FTE Reports and occasionally other reports as required. Assigns classes, prepares and transmits student records as requested and updates as applicable; registers and withdraws students. Types forms, memoranda, announcements, business correspondence and psychological reports. Responds to inquiries from parents and students regarding attendance, registration requirements and procedures, etc. Handles office correspondence, receives and routes telephone calls, maintains office records management system, and operates DSIS to access various MSA applications to enter, maintain, or retrieve information. Checks and monitors immunization status of children, handles routine student accident and plant security reports, and processes applications for free or reduced cost lunch program. May act as Principal's Secretary during the absence of same. Maintains office supplies, issues bus passes and arranges for special events and field trip transportation



**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 EESAC team meets monthly to discuss, review, and provide feedback on the SIP developmental process. The EESAC committee is comprised of Administration, teachers, parents, and student representatives.

**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 monitored and updated each nine weeks based on student data trends.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	98%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## 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	22	15	20	17	15	12	23	21	145	
One or more suspensions	0	0	0	3	2	5	5	15	5	35	
Course failure in English Language Arts (ELA)	0	0	10	34	24	18	5	4	10	105	
Course failure in Math	0	7	15	24	16	11	39	9	4	125	
Level 1 on statewide ELA assessment	0	0	0	54	54	32	64	38	52	294	
Level 1 on statewide Math assessment	0	0	0	34	58	48	22	6	20	188	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	35	38	52	65	63	50	94	61	67	525	
	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	0	6	37	25	48	31	42	23	212

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	29	0	0	0	0	0	29
Students retained two or more times	0	0	0	3	1	3	0	2	5	14

### 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	15	35	30	45	25	22	43	38	37	290	
One or more suspensions	0	0	0	1	0	0	0	0	0	1	
Course failure in ELA	0	1	15	54	24	8	27	13	6	148	
Course failure in Math	0	1	9	30	11	21	58	49	3	182	
Level 1 on statewide ELA assessment	0	0	0	33	13	17	52	33	49	197	
Level 1 on statewide Math assessment	0	0	0	21	21	19	83	24	29	197	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	1	11	48	25	23	81	50	30	273	

**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	12	16	63	27	72	54	51	32	327

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	1	0	33	0	0	10	9	0	58
Students retained two or more times	0	0	0	7	0	0	6	10	2	25

**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	15	35	30	45	25	22	43	38	37	290	
One or more suspensions	0	0	0	1	0	0	0	0	0	1	
Course failure in ELA	0	1	15	54	24	8	27	13	6	148	
Course failure in Math	0	1	9	30	11	21	58	49	3	182	
Level 1 on statewide ELA assessment	0	0	0	33	13	17	52	33	49	197	
Level 1 on statewide Math assessment	0	0	0	21	21	19	83	24	29	197	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	1	11	48	25	23	81	50	30	273	

**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	12	16	63	27	72	54	51	32	327

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	1	0	33	0	0	10	9	0	58
Students retained two or more times	0	0	0	7	0	0	6	10	2	25

**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*	36	61	53	38	62	55	29		
ELA Learning Gains				60			33		
ELA Lowest 25th Percentile				60			25		
Math Achievement*	53	63	55	42	51	42	26		
Math Learning Gains				70			27		
Math Lowest 25th Percentile				67			31		
Science Achievement*	44	56	52	32	60	54	18		
Social Studies Achievement*	54	77	68	55	68	59	29		
Middle School Acceleration	91	75	70	81	61	51	51		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	60	62	55	56	75	70	37		

\* 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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	10
Percent Tested	98
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	33	Yes	4	
ELL	45			
AMI				
ASN				
BLK	33	Yes	1	
HSP	56			
MUL				
PAC				
WHT				

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	54			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	38	Yes	3	
ELL	51			
AMI				
ASN				
BLK	53			
HSP	56			
MUL				
PAC				
WHT				
FRL	56			

**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**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	36			53			44	54	91			60
SWD	18			37			20	24			6	72
ELL	33			50			38	49			6	60
AMI												
ASN												
BLK	27			43			25	40			5	
HSP	38			55			50	58	93		7	60
MUL												

## 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
PAC												
WHT												
FRL	36			53			43	59	93		7	60

## 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	38	60	60	42	70	67	32	55	81			56
SWD	19	48	49	23	62	61	16	25				39
ELL	35	57	53	37	66	73	27	51				56
AMI												
ASN												
BLK	38	60	57	42	74	68	28	60				
HSP	38	60	63	41	68	66	33	55	80			56
MUL												
PAC												
WHT												
FRL	37	60	60	42	69	66	31	55	81			55

## 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	29	33	25	26	27	31	18	29	51			37
SWD	11	21	26	13	23	26	7	7				41
ELL	26	31	25	25	29	34	6	19				37
AMI												
ASN												
BLK	19	31	12	21	21	23	15	40				
HSP	32	35	31	28	29	35	20	25	53			38
MUL												
PAC												
WHT												
FRL	28	33	25	26	26	31	17	29	48			36

**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	39%	56%	-17%	54%	-15%
07	2023 - Spring	33%	50%	-17%	47%	-14%
08	2023 - Spring	35%	51%	-16%	47%	-12%
04	2023 - Spring	34%	58%	-24%	58%	-24%
06	2023 - Spring	27%	50%	-23%	47%	-20%
03	2023 - Spring	34%	52%	-18%	50%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	54%	58%	-4%	54%	0%
07	2023 - Spring	57%	48%	9%	48%	9%
03	2023 - Spring	52%	63%	-11%	59%	-7%
04	2023 - Spring	34%	64%	-30%	61%	-27%
08	2023 - Spring	60%	59%	1%	55%	5%
05	2023 - Spring	24%	58%	-34%	55%	-31%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	45%	40%	5%	44%	1%
05	2023 - Spring	29%	50%	-21%	51%	-22%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	56%	41%	50%	47%



CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	68%	-17%	66%	-15%

### 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 area that showed the lowest performance when compared to the 2022 FSA administration was fifth grade ELA at 55% which scored at 46% proficient on the 2023 AP3 F.A.S.T. administration. Factors that led to this decrease included the following; Limited coaching support due to class coverage issues and low performance on progress monitoring points.

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

The area that showed the lowest performance when compared to the 2022 FSA administration was fifth grade Mathematics which showed a 37% decrease in proficiency from 68% to 31% when compared to the 2023 AP3 F.A.S.T. administration. Factors that led to this decrease included the following; Limited coaching support due to class coverage issues and the teacher new to subject area.

**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.**

When compared to the state average, overall schoolwide ELA outscored the state average by 0.5% and Mathematics was on par with the state average. When disaggregating the data, Third grade ELA, Fourth grade Mathematics, Sixth grade ELA, and Eight grade ELA averages were significantly lower than the state average. Contributing factors that led to these shortfalls included the following: Shortage of teachers in the tested areas leading to day to day substitute coverage, limited coaching support due to class coverage issues, and low performance on progress monitoring points.

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

The area that showed the greatest improvement was sixth grade Mathematics that increased 41% on proficiency from 18% on the 2022 FSA administration to 59% on the 2023 F.A.S.T. administration. This increase in proficiency was a result of the following: Students were instructed by a veteran master teacher, opportunities for after school tutoring were provided, the use of IXL to supplement instruction, and continued opportunities for remediation through Winter and Spring Break academies.

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

The greatest area of concern based on the EWS data is on the continued improvement of student attendance.

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

Based on disaggregation of data, listed below are the areas for improvement for the upcoming school year.

1. Student Attendance.
2. Increasing proficiency on 5th grade Mathematics.
3. Increasing proficiency on 6th grade ELA.
4. Increasing parental involvement for the new school year.
5. Complete full staffing of instructional and non-instructional positions for the new school year.

**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 Collaborative Planning****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 2022-2023 F.A.S.T. PM3 data, 31% of the 5th grade students were proficient in 5th grade math as compared to 68% proficient when taking the 21-22 FSA Assessment. As such, there is a need to focus on Collaborative Planning in order to increase student achievement and teacher familiarity with the Math standards that will be assessed on the next years F.A.S.T. assessment.

**Measurable Outcome:**

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

By implementing successful Collaborative Planning, then our overall achievement percentage in 5th grade Mathematics will increase by a minimum of 10 percentage points on the 2024 F.A.S.T. Assessment as compared to the 2023 F.A.S.T. Assessment.

**Monitoring:**

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

Instructional coaches and administration will concentrate on Collaborative Planning during common planning sessions to ensure fidelity with the B.E.S.T. standards. Administration will monitor collaborative planning sessions to ensure cohesive planning of the B.E.S.T. Standards.

**Person responsible for monitoring outcome:**

Kim Berkey (pr0651@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.)

On-going collaborative planning sessions and coaching cycles will be the primary strategies being targeted to ensure fidelity with adjusting instruction to best meet the needs of the learners.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By implementing this specific strategy of collaborative planning then the expectation is that the overall achievement percentage in 5th grade Mathematics will increase by ten percentage points when comparing the 2023 F.A.S.T. assessment to the 2024 F.A.S.T. Assessment.

**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.

Provide coaching support and impact cycles with the Mathematics coach to support the teacher during planning and classroom instruction bi-weekly.

**Person Responsible:** Valerie Tobiczky (vtobiczky@dadeschools.net)

**By When:** Timeline: August 14 - September 29, 2023

Provide teachers the opportunity to align instruction to benchmarks through collaborative cross grade level collaborative planning. bi-weekly.

**Person Responsible:** Kim Berkey (pr0651@dadeschools.net)

**By When:** Timeline: August 14 - September 29, 2023

Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. As a result, teachers will attend collaborative planning sessions and take turns taking the lead and modeling best instructional practices.

**Person Responsible:** Valerie Tobiczky (vtobiczky@dadeschools.net)

**By When:** Timeline: August 14 - September 29, 2023

**#2. 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.

In reviewing the climate survey results, the data shows that 90% of the staff believes that there is a lack or concern/support from the parents. As such, there is a critical need for an increase in parental involvement and increased connections with families and the communities. By increasing parental involvement and training opportunities, parents will be more informed and equipped to provide support to students at home.

**Measurable Outcome:**

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

Implementation of successful parental involvement opportunities such as trainings, professional development, and outside community resources (such as the Parent Academy), should assist the school in increasing overall percentage increase on the yearly climate survey by a 15% increase on the 2024 survey results.

**Monitoring:**

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

On-going progress monitoring of parental involvement in monthly meetings and training opportunities will be monitored and reviewed. Phone calls, emails, school website updates, and social media will utilized and monitored to track usage and monthly reporting.

**Person responsible for monitoring outcome:**

Kim Berkey (pr0651@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.)

Connecting with Families and Community practices will be the primary strategy being targeted to ensure fidelity with an increase in participation and involvement on behalf of the parents to increase the percentage of parental involvement.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By implementing successful parental involvement opportunities such as trainings, professional development, and outside community resources (such as the Parent Academy), then our overall achievement percentages on the yearly climate survey should show a 10% increase to 25% on the 2024 survey results.

**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.

Provide monthly parent training opportunities both in-house and via outside agencies. As evidenced by enrollment sign-in sheets will be reviewed, monitored, and tracked. As a result there will be an increase of parent attendance.

**Person Responsible:** Lema Gilliard (lemagilliard@dadeschools.net)

**By When:** Timeline: August 14 - September 29, 2023

On-going parent academy trainings via the parent academy. As a result, parental involvement will show an increase from the previous school year. As evidenced by an increase in the number of parents participating.

**Person Responsible:** Lema Gilliard (lemagilliard@dadeschools.net)

**By When:** Timeline: August 14 - September 29, 2023

Provide monthly parent training opportunities both in-house and via outside agencies. As evidenced by enrollment sign-in sheets will be reviewed, monitored, and tracked. As a result there will be an increase of parent attendance.

**Person Responsible:** Lema Gilliard (lemagilliard@dadeschools.net)

**By When:** Timeline: August 14 - September 29, 2023

On-going parent academy trainings via the parent academy. As a result, parental involvement will show an increase from the previous school year as evidenced by an increase in the number of parents participating.

**Person Responsible:** Lema Gilliard (lemagilliard@dadeschools.net)

**By When:** Timeline: August 14 - September 29, 2023

**#3. ESSA Subgroup specifically relating to Students with Disabilities****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.

In reviewing the ESSA data, there is a critical need for an increase of student performance particularly that of students in third and eighth grades to try to meet grade level standards and increasing overall testing proficiency from 38% to 50%. Through the use of data driven instruction in all classes servicing students with disabilities, this will include an increased focus on data driven instruction, an increased focus on data disaggregation, and the use of differentiated instructional groups.

**Measurable Outcome:**

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

By implementing successful data driven instructional practices then our overall achievement percentage of students with disabilities standard assessment proficiency percentages will increase to 50% proficiency on the 2024 FAST Assessment.

**Monitoring:**

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

Instructional coaches and administration will participate in weekly collaborative planning sessions with a focus on the use of on-going progress monitoring and data disaggregation. Monthly data chats will be held with teachers to ensure the fidelity of on-going progress monitoring of interventions.

**Person responsible for monitoring outcome:**

Stephanie Ortega (stephanieortega@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.)

On-going coaching cycles for teachers of students with disabilities specifically to teachers of students in the EBD program will be provided on the use of effective data-driven decision making with a specific focus on data disaggregation to produce high effect differentiated instructional lessons.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By implementing this specific strategy of on-going progress and data disaggregation, the expectation will be that constant monitoring of data will allow for the overall achievement percentages in ELA and Mathematics to increase on the 2024 FAST Assessment proficiency results.

**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.

Provide on-going coaching cycles on best practices for the use of Mathematics Interventions and monitoring practices to ensure fidelity with the process to all teachers servicing SWD. As a result, interventions will show evidence of sufficient student progress.

**Person Responsible:** Valerie Tobiczky (vtobiczky@dadeschools.net)

**By When:** Timeline: August 14 - September 29, 2023

Monitor and track SWD intervention data weekly through Reading Horizons Student Data Tracker to ensure fidelity and growth of student achievement. As a result, SWD intervention data will be used to adjust instruction as needed.

**Person Responsible:** Lesley-Ann Ramos (269816@dadeschools.net)

**By When:** Timeline: August 14 - September 29, 2023

Implement additional intervention opportunities such as after school tutoring and after school T.A.L.E.N.T.S. services to assist in closing the SWD academic achievement gap. As a result, additional intervention programs will provide SWD students will additional academic reinforcement opportunities.

**Person Responsible:** Christopher Valdes (christophervaldes@dadeschools.net)

**By When:** Timeline: August 14 - September 29, 2023



**#4. Instructional Practice specifically relating to Math****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 2023 F.A.S.T. data there is a need for a concentrated focus on standards aligned instruction in order to increase student achievement and teacher familiarity with the B.E.S.T. standards particularly in fifth grade to increase proficiency on the F.A.S.T. assessment.

**Measurable Outcome:**

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

By implementing successful standards based instructional practices and coaching cycles, then our overall achievement percentages in Mathematics will increase by a minimum of 10 percentage points on the 2024 F.A.S.T. Assessment as compared to the 2023 F.A.S.T. Assessment.

**Monitoring:**

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

Instructional coaches and administration will concentrate on standards aligned instructional practices during collaborative planning sessions to ensure fidelity with the B.E.S.T. standards. Administration will monitor collaborative planning sessions to ensure cohesive planning of the B.E.S.T. Standards is taking place through vertical planning.

**Person responsible for monitoring outcome:**

Valerie Tobiczky (vtobiczky@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.)

On-going vertical collaborative planning sessions will be the primary strategy being targeted to ensure fidelity with adjusting instruction to analyze and adjust instruction to best meet the needs of the learners.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By implementing this specific strategy of on-going collaborative planning, then the expectation is that the overall achievement percentages Mathematics by ten percentage points as compared to the 2023 F.A.S.T. Assessment will increase on the 2024 F.A.S.T. Assessment.

**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.

Provide coaching cycles on on-going vertical collaborative planning to ensure fidelity with the process. As a result, teachers will best be able to utilize on-going collaborative planning and benchmark assessment data to continually adjust instruction appropriately.

**Person Responsible:** Valerie Tobiczky (vtobiczky@dadeschools.net)

**By When:** Timeline: August 14 - September 29, 2023

Teachers through collaborative planning sessions will develop lesson plans that include targeted small group instruction inclusive of using on-going progress monitoring practices. As a result, teachers will create, collect, and utilize resources to best meet students' needs.

**Person Responsible:** Valerie Tobiczky (vtobiczky@dadeschools.net)

**By When:** Timeline: August 14 - September 29, 2023

On-going data chats and data disaggregation will be focused on and highlighted during common planning sessions to ensure fidelity with standards based instruction as well as targeted D.I. and intervention groups.

**Person Responsible:** Kim Berkey (pr0651@dadeschools.net)

**By When:** Timeline: August 14 - September 29, 2023

### 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).

Upon review of student performance data, early warning indicators, and other socio-economic factors, resources will be allocated to provide extended learning opportunities as well as additional instructional interventions during the school day.

## 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

If we implement the instructional practice of data disaggregation, then our school will increase in the number of students scoring at the proficiency level. If we successfully implement the instructional practice with a specific focus on data driven instruction in ELA, then our school will increase in the number of students scoring at proficiency on the the STAR assessment thus this will increase proficiency to above the 50% threshold.

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

If we implement the instructional practice of on-going progress monitoring, then our school will increase in the number of students scoring at the proficiency level and demonstrating learning gains. If we successfully implement the instructional practice with a specific focus on data driven instruction in ELA, then our school will increase in the number of students scoring at the proficiency level. If we successfully implement the instructional practice of on going progress monitoring through the use of data disaggregation, then the ELA scores on the the F.A.S.T. assessment will increase to proficiency above the 50% threshold.

#### **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**

Through the implementation of the instructional practice of data disaggregation through the leadership team in coordination with the teachers through common planning will show a significant increase on ELA proficiency on the Star and iReady assessments. The use of the on-going progress monitoring will allow both students and teachers key feedback needed to successfully adjust both direct and differentiated instructional practices to assist in better planning and retention of the instructional benchmarks. Additionally, data disaggregation will allow for monitoring and adjustments to be made to intervention groups and lessons that best align to deficient benchmark instruction and remediation.

#### **Grades 3-5 Measurable Outcomes**

Through the implementation of the instructional practice of on-going progress monitoring through the use of data disaggregation the leadership team in coordination with the teachers through common planning will show a significant increase of 5% on ELA proficiency on the F.A.S.T. assessments through PM3. The use of the on-going progress monitoring will allow both students and teachers key feedback needed to successfully adjust both direct and differentiated instructional practices to assist in better planning and retention of the instructional benchmarks. Additionally, on-going progress monitoring will allow for adjustments to be made to intervention groups and lessons that best align to deficient benchmark instruction and remediation.

#### **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.

Quarterly review of STAR, F.A.S.T., iReady, and topic assessments will be reviewed and data chats will be held with both teachers and students to best strategize and plan for adjustments to planning and

instruction  
to ensure optimal planning strategies and test results.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Berkey, Kim, pr0651@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?

For the 2023-2024 school year, the school site will be focused on using the evidenced based instructional

practice of on-going progress monitoring. As such, this instructional practice has been proven to show sustained data gains and accountability when successfully implemented. Thus, the successful implementation will allow for the optimal implementation of the BEST Standards and standards based aligned instructional planning and delivery.

**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?

Evidence has show a direct correlation to when data is closely monitored and thus instructional benchmarks

are specifically planned for that the greatest return on student work can be achieved. As such, constantly assessing student data will allow for teachers to plan direct and differentiated instruction as well as intervention activities that are laser focused and meeting the individual needs to the learners.

**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
8/17-10/15 - Instructional Coaches and teachers will meet weekly to review best practices shared during coaching cycles on the instructional practice of data disaggregation in grades Kindergarten - 2nd grade. Review of the iReady and STAR administrations will be used to adjust instruction and intervention strategies.	Berkey, Kim, pr0651@dadeschools.net
8/17 - 10/15 - Administrative team, Instructional coaches, and teachers will continue on-going review of STAR and iReady assessments results for students in grades Kindergarten - 2nd grade to analyze the performance of the lowest 25% to determine if on-going progress monitoring practices and activities are effective. Interventions will be adjusted to meet the needs of the learners.	Valdes, Christopher, 265594@dadeschools.net
8/17 - 10/15 - Instructional Coaches and teachers will plan and meet to review best practices on establishing and implementing on-going progress monitoring for students in grades 3rd-5th that will be shared during coaching cycles. As such, after review of data points instructional practices and interventions needs will be adjusted to meet student deficiencies.	Gilliard, Lema, lemagilliard@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.

In the parent resource center and the main office there are copies provided for parents. The SIP is also reviewed during EESAC committee meetings and posted on the school's website. Parent notification is also sent home via the Title 1 Notification Flyer.

**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 school creates experiences throughout the year to engage with parents and families and to ensure they have information to support their children. The leadership team maintains an open door policy with parents and families to reduce attendance, curriculum, and disciplinary issues. We continue to build our skill-set in ensuring our classroom and instruction are highly engaging through the use of weekly collaborative planning sessions.

**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))**

Based on the 2022-2023 F.A.S.T. PM3 data, 31% of the 5th grade students were proficient in 5th grade math as compared to 68% proficient when taking the 21-22 FSA Assessment. As such, there is a need to focus on Collaborative Planning between the Math Coach and the teacher in order to increase student achievement on Topic Assessments and teacher familiarity with the Math standards that will be assessed on the next years F.A.S.T. assessment.

**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))**

Resources and support are provided to families through Project Upstart and Title I.

#### **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))**

Student services and the Attendance Review Committee engage in monitoring student's for regular attendance and other early warning indicators. Teachers are also provided professional development to assist in identifying students in needs of mental health services.

**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))**

Students are provided opportunities to explore post-secondary options through magnet fairs, curriculum expos, and the availability of advanced coursework at the high school level.

**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).**



Students are provided guidance with the progressive discipline system in place at the school site in accordance with the Code of Student Conduct. Through collaboration with ESE support, grade level chairpersons, guidance counselors, and other leadership team members, students are identified and redirected through behavioral challenges.

**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))**

At the school level, teachers and paraprofessionals engage in professional development that centers around scaffolding learning, ESE and ELL strategies, and mentoring new educators. Faculty is also encouraged to participate in district-wide professional development sessions that are relevant to their teaching assignments.

**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))**

Teachers and paraprofessionals work collaboratively with Kindergarten teachers to ensure children are provided the foundation necessary to transition successfully both academically and socially. PreK students are frequently interacting with students in Kindergarten and 1st grade in school-wide activities and events.

## 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: Collaborative Planning	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Math	\$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