

Miami-Dade County Public Schools

Citrus Grove K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Citrus Grove K 8 Center

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<http://citrusgrove.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.

To provide the students of Citrus Grove a stimulating curriculum that is integrated into an inclusive digital music production magnet academy. As of a result, students will become innovative and creative learners in a fast paced and technologically advanced 21st century landscape.

Provide the school's vision statement.

Citrus Grove believes that all students can learn, and we are committed to providing Educational Excellence for our students, our vision is to challenge students with a rigorous curriculum and enriching experiences to prepare them to constructively participate today.

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
Megias, Robert	Principal	As the chief administrator, Mr. Megias ensures that all academic and operational policies are followed. He develops systems to track benchmarks to measure the success of the school. His mission is to maximize educational potential by regularly addressing the concerns of faculty, staff, students, and other stakeholders in the educational community. Mr. Megias creates an atmosphere free of any bias in which students can achieve their maximum potential by encouraging, guiding, and assisting student leaders, faculty, and staff.
Hayes, Valinda	Assistant Principal	As an assistant principal, Ms. Hayes assists in academic policies and curriculum, as well as the operational functioning of the school. She develops systems to track benchmark and to measure the success of her departments. Her mission is to help maximize teaching potential by meeting with academic coaches, teachers, and students to address concerns and improve outcomes. She assists with creating an atmosphere free of any bias in which students can achieve their maximum potential by inspiring, guiding, and supporting student leaders and teachers. Ms. Hayes provides a vision to develop teachers in the areas of Literacy, and ESE, where she works to provide enhance resources and promote an effective and safe school culture for all stakeholders.
Rodriguez, Maria	Assistant Principal	As an assistant principal, Ms. Rodriguez assists in academic policies and curriculum, as well as the operational functioning of the school. She develops systems to track benchmark and to measure the success of her departments. Her mission is to help maximize teaching potential by meeting with academic coaches, teachers, and students to address concerns and improve outcomes. She assists with creating an atmosphere free of any bias in which students can achieve their maximum potential by inspiring, guiding, and supporting student leaders and teachers. Ms. Rodriguez provides a vision to develop teachers in the areas of Literacy, Math, and ESE, where she works to provide enhance resources and promote an effective and safe school culture for all stakeholders.
Bennett, Alissa	Math Coach	As an instructional coach, Ms. Bennett-O'Brien assists in academic policies and instruction related to mathematics curriculum. She develops systems to track benchmarks and to measure and improve instructional outcomes. Her mission is to help maximize academic potential by addressing teacher and student needs. She helps create an atmosphere free of any bias in which students can achieve their maximum potential by encouraging, guiding, and assisting teachers. She works to develop teacher efficacy and ensure the administration of appropriate instruction and monitoring of student achievement. She promotes coach-teacher collaboration to facilitate research-based instruction.
Fernandez, Sonia	Math Coach	As an instructional coach, Dr. Fernandez assists in academic policies and instruction related to mathematics curriculum. She develops systems to track benchmarks and to measure and improve instructional outcomes. Her mission is to help maximize academic potential by addressing teacher and student needs. She helps create an atmosphere free of any bias in which students can

Name	Position Title	Job Duties and Responsibilities
Garcia, Jackeline	Reading Coach	<p>achieve their maximum potential by encouraging, guiding, and assisting teachers. She works to develop teacher efficacy and ensure the administration of appropriate instruction and monitoring of student achievement. She promotes coach-teacher collaboration to facilitate research-based instruction.</p> <p>As an instructional coach, Ms. Garcia assists in academic policies and instruction related to the literacy curriculum. She develops systems to track benchmarks and to measure and improve instructional outcomes. Her mission is to help maximize academic potential by addressing teacher and student needs. She helps create an atmosphere free of any bias in which students can achieve their maximum potential by encouraging, guiding, and assisting teachers. She works to develop teacher efficacy and ensure the administration of appropriate instruction and monitoring of student achievement. She promotes coach-teacher collaboration to facilitate research-based instruction.</p>

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.

At Citrus Grove K-8, we firmly believe in the power of a collective approach to education. We provide myriad opportunities for all members of our community - faculty, staff, students, and parents alike - to actively participate in and support our School Improvement Plan (SIP). The SIP is not merely a document, but a vision that outlines our strategic focus objectives. These objectives serve as the guiding light, illuminating the path towards elevating our school to new heights of academic excellence and holistic growth. To ensure complete transparency and alignment with our vision, we share these SIP focus objectives across various platforms. Our faculty meetings serve as an interactive space where teachers and staff can discuss these objectives, strategizing their implementation and assessing their efficacy. In our grade-level assemblies, we involve our students in this journey. By sharing our objectives with them, we aim to instill a sense of responsibility and dedication towards their personal and collective academic growth. And lastly, through EESAC meetings, we integrate parents into our improvement plan. These meetings offer a platform for parents to voice their insights, suggestions, and concerns, fostering a strong home-school connection that is crucial for our students' success.

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))

At our institution, the School Improvement Plan (SIP) is not a static document but a dynamic framework that guides our journey towards academic excellence. This vital process is closely monitored throughout the year by our dedicated team of instructional coaches and administrative personnel, ensuring its effective implementation. Faculty meetings, common planning sessions, and instructional walkthroughs serve as crucial checkpoints in this monitoring process. These platforms provide an opportunity to gauge

our progress, discuss the challenges encountered, and strategize solutions, all aimed at achieving the targeted objectives outlined in the SIP. During faculty meetings and common planning, we foster a collaborative environment where educators can share their experiences, insights, and innovative ideas. These meetings become brainstorming sessions, enabling us to refine our approach, address any obstacles, and continuously improve our practices. Instructional walkthroughs allow us to observe the practical implementation of the SIP's objectives. By assessing classroom instruction and student engagement, we can ascertain the effectiveness of our strategies and the impact they have on student learning. However, the true strength of our SIP process lies in its adaptability. The objectives are not set in stone; instead, they are continuously reviewed, discussed, and adjusted as necessary. This iterative approach allows us to remain responsive to the evolving needs of our school community, ensuring that our SIP remains relevant, effective, and aligned with our commitment to providing the highest quality education.

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)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	93%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: 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	47	43	40	44	23	20	59	84	125	485
One or more suspensions	0	1	0	1	0	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	13	48	68	17	7	58	17	19	247
Course failure in Math	0	40	32	40	13	34	81	43	34	317
Level 1 on statewide ELA assessment	0	0	0	113	56	54	108	133	171	635
Level 1 on statewide Math assessment	0	0	0	77	62	53	131	128	161	612
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	53	94	94	129	66	63	138	170	188	995

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	1	0	25	67	63	49	128	156	178	667

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	1	0	2	40	0	0	11	8	14	76
Students retained two or more times	0	0	0	0	0	2	8	8	9	27

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	47	38	50	23	20	0	0	0	178	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	3	20	47	32	8	0	0	0	110	
Course failure in Math	0	3	22	40	14	9	0	0	0	88	
Level 1 on statewide ELA assessment	0	0	0	49	33	31	0	0	0	113	
Level 1 on statewide Math assessment	0	0	0	35	31	37	0	0	0	103	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	37	109	46	35	0	0	0	230	

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	4	19	59	40	31	0	0	0	153

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	10	50	1	0	0	0	0	65
Students retained two or more times	0	0	0	3	2	0	0	0	0	5

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	47	38	50	23	20	59	84	125	446	
One or more suspensions	0	1	0	1	0	0	10	56	76	144	
Course failure in ELA	0	3	20	47	32	8	58	17	19	204	
Course failure in Math	0	3	22	40	14	9	81	43	34	246	
Level 1 on statewide ELA assessment	0	0	0	49	33	31	108	133	171	525	
Level 1 on statewide Math assessment	0	0	0	35	31	37	131	128	161	523	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	37	109	46	35	138	170	188	726	

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	4	19	59	40	31	128	156	178	615

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	10	50	1	0	11	8	14	98
Students retained two or more times	0	0	0	3	2	0	8	8	9	30

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*	39	61	53	37	62	55	37		
ELA Learning Gains				62			41		
ELA Lowest 25th Percentile				68			36		
Math Achievement*	48	63	55	42	51	42	29		
Math Learning Gains				63			21		
Math Lowest 25th Percentile				65			17		
Science Achievement*	47	56	52	31	60	54	26		
Social Studies Achievement*		77	68		68	59			
Middle School Acceleration		75	70		61	51			
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	57	62	55	57	75	70	53		

* 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	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	224
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	425
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	40	Yes	1	
ELL	42			
AMI				
ASN				
BLK	32	Yes	2	
HSP	46			
MUL				
PAC				
WHT				
FRL	45			

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	48			
ELL	52			
AMI				
ASN				
BLK	15	Yes	1	1
HSP	54			

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	53			

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	39			48			47					57
SWD	31			44			60				5	44
ELL	36			47			42				5	57
AMI												
ASN												
BLK	45			18							2	
HSP	39			50			47				5	58
MUL												
PAC												
WHT												
FRL	42			45			49				5	53

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	37	62	68	42	63	65	31					57
SWD	33	59	64	42	65	47	36					41
ELL	34	64	71	41	61	60	24					57
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	12			18								
HSP	38	63	70	43	64	64	31					57
MUL												
PAC												
WHT												
FRL	37	62	69	41	63	66	31					56

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	37	41	36	29	21	17	26					53
SWD	35	30	24	35	38	27	34					33
ELL	33	42	33	25	19	14	24					53
AMI												
ASN												
BLK	23			25								
HSP	37	39	32	29	20	17	24					53
MUL												
PAC												
WHT												
FRL	37	39	34	28	19	13	26					51

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	33%	56%	-23%	54%	-21%
04	2023 - Spring	35%	58%	-23%	58%	-23%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	21%	52%	-31%	50%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	63%	-22%	59%	-18%
04	2023 - Spring	26%	64%	-38%	61%	-35%
05	2023 - Spring	36%	58%	-22%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	50%	-21%	51%	-22%

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.

According to Reading and Math data, and K-2 STAR scores, K-2 reading percentile scores indicated early elementary performed the lowest in Reading scoring at the 8th Median percentile compared to the district at 49. At the middle school level, 6th Grade ELA And Math performed the lowest. FAST Reading and Math PM3 data indicates that 6th Grade performed the lowest as compared to grade level counterparts (7th and 8th grade). In Reading 6th grade students scored 20 % lower than 8th grade, and 10 % lower than 7th grade. In Math, only 25% of 6th grade students were proficient, with 56% of students achieving a Level 1. Incoming 6th grade students were significantly below grade-level in reading and math; an influx of ELL students, new curriculum, and inconsistent staffing contributed to the trends. Overall, reading and literacy continue to perform the lowest across grade levels.

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

Based on STAR and FAST PM3 unfiltered and unrefined data, there was a significant decrease in proficiency in English Language Arts at both the elementary and middle school level, grades 3-5 show a consistent decline in the proficiency three year trend in reading and a significant decline these results reflect scores from an influx of newcomer ELL students that therefore have a significant language barrier.

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.

In comparison to the Statewide data, 4th grade math showed the greatest gap when compared to the state and district average at 20% proficiency compared to 60% proficiency at the state level.

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

According to FAST Data, Pre-Algebra showed the most improvement compared to the previous year's dirty data of 21% proficiency. The 2022-2023 school year resulted in 48% proficiency, a gain of 27%. The contributing factors to this drastic increase is the content knowledge and effective instruction of our two pre-algebra teachers and the 8th grade foundations teacher. In addition, the program IXL helped reinforce foundation skills and lead to mastery of standards. The planning and shared resources of the 8th grade teachers also lead to the increase in proficiency.

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

Based on the EWS data, 462 students have two or more EWS indicators. One potential area of concern is the number of students with attendance below 90 percent. In the previous year (22-23), there were 268 students across grade levels who had attendance below 90 percent. Poor attendance can negatively impact students' academic progress and engagement in school, leading to gaps in learning and lower achievement. It would be essential for the school to investigate the underlying reasons for low attendance and implement strategies to improve attendance rates, such as strengthening communication with parents, providing incentives for good attendance, or offering support services to address barriers to attendance. Another area of concern is the number of students with course failure in ELA and Math. In the current year, there are 94 students with course failure in ELA and 158 students with course failure in Math. Course failures indicate that students are struggling with these subjects and may require additional support or interventions. The school should analyze the reasons for course failures, provide targeted interventions for students who are struggling, and implement instructional strategies to improve student performance in ELA and Math.

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

- 1 – Increase Math and Reading proficiency across all grade levels (K-8).
- 2- Improve attendance rates: Given the number of students with attendance below 90 percent, addressing attendance issues should be a high priority. The school can work on implementing strategies to improve attendance, such as creating a positive and inclusive school culture, communicating the importance of regular attendance to students and parents, and providing support to overcome barriers to attendance.
- 3- Enhance support for students with course failures in ELA and Math: Identifying and supporting students who have course failures in ELA and Math should be a priority. The school can develop targeted interventions, such as tutoring programs, small-group instruction, or personalized learning approaches, to help these students improve their understanding and performance in these subjects.

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 Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

According to FAST PM3 Reading data 6th grade performed at 14% in ELA compared to 49% district, and 20% lower in Reading than their 8th and 7th grade counterparts; in Math only 25% of students were proficient compared to 57% district. Based on the data and the identified contributing factors of new teachers in core classes, instructional delivery was not explicit and limited student ability to master grade level tasks and lesson plans, we will implement the targeted element of benchmark aligned instruction.

Measurable Outcome:

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

With the implementation of The Gradual Release of Responsibilities Model (GRRM) for reading and Independent practice math proficiency will increase by 5% points by FAST PM3.

Monitoring:

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

Teachers will create accessible lesson plans during collaborative planning sessions to explicitly contain GRRM for (I do, We do, They do, You do) and Independent practices for math. Transformation coaches and Administration will conduct walkthroughs to ensure teachers are following the Gradual Release of Responsibility during whole group instruction for Reading and Independent Practice for Math.

Person responsible for monitoring outcome:

Valinda Hayes (vpbhayes@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.)

To address the Area of Focus, new teachers will utilize the Gradual Release of Responsibilities Model (GRRM) which is a structured method of pedagogy framed around a process beginning with explicit instruction during Reading and Math. Teachers will guide students through the learning process with clear statements about the purpose and rationale for learning the new skill and structure their lessons into four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently, focusing specifically on the I do, and They do phases.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Because student proficiency in both ELA and Math were below 30% in 6th grade and the lack of stability in teacher retention, students did not receive explicit instruction aligned to benchmarks. By using the Gradual Release of Responsibility Model teachers will be able to provide explicit instruction aligned to state benchmarks and provide students opportunities to practice and master new skills.

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.

During common planning Transformation coaches will work with teachers to unpack benchmarks and ensure lesson plans are benchmark aligned using the GRRM.

Person Responsible: Jackeline Garcia (jgarc@dadeschools.net)

By When: (August 14-September 29)

New teachers will shadow and observe specific teachers during explicit whole group instruction, small group instruction and independent practice.

Person Responsible: Alissa Bennett (327997@dadeschools.net)

By When: (August 14-September 29)

Transformation Coaches will conduct coaching cycles focused on explicit instruction using the Gradual Release of Responsibility Model.

Person Responsible: Jackeline Garcia (jgarc@dadeschools.net)

By When: (August 14-September 29)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**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.

Upon reviewing the 2022-2023 FAST PM3 data, it is evident that we need to address the performance of our Black students, as only 30% have demonstrated proficiency in English Language Arts (ELA), and a mere 20% are proficient in Mathematics. These statistics are concerning and signal an urgent need for intervention. Moreover, teacher retention in these crucial subject areas will be prioritized. Stable, consistent instruction is key to improving student outcomes.

Measurable Outcome:

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

With the implementation of differentiated instruction, 3% of Black students will increase proficiency in ELA and Math by FAST PM3.

Monitoring:

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

Administrators and Transformation Coaches will conduct walkthroughs ensuring differentiated groups, rotations and resources are implemented based on quantitative and qualitative data.

Person responsible for monitoring outcome:

Valinda Hayes (vpbhayes@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.)

Lessons will adopt a framework that involves differentiated instruction by providing students with different avenues to learning in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all black students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By addressing the varying learning modalities, performance levels and processing abilities through differentiation, teachers will meet the needs of black students in core areas and increase proficiency.

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 incorporate multisensory activities in weekly lessons to differentiate content based on learning modalities (visual, auditory, kinesthetic, tactile) and abilities.

Person Responsible: Alissa Bennett (327997@dadeschools.net)

By When: (August 14-September 29)

Teachers will create flexible and strategic groups based on data, multisensory learning styles, and performance levels.

Person Responsible: Jackeline Garcia (jgarc@dadeschools.net)

By When: (August 14-September 29)

Transformation Coaches and teachers will meet bi-weekly for department meetings. They will review the Instructional Framework that clearly identifies when differentiation will take place as well as review best practices. They will review resources that will be used to address student needs. As a result, teachers will maximize the framework in order to provide differentiated instruction.

Person Responsible: Valinda Hayes (vpbhayes@dadeschools.net)

By When: (August 14-September 29)

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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 SIP Teacher attendance data 33% of staff have 0-3 years of teaching experience, compared to 17% district wide.

Measurable Outcome:

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

With the implementation of team building activities, 80% of new teachers will return for the following school year.

Monitoring:

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

Adminsitrators will work with the leadership team to ensure that faculty and staff meetings, and school wide events incorporate team building activities to improve culture.

Person responsible for monitoring outcome:

Valinda Hayes (vpbhayes@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 leadership team will implement ongoing team building and social activities for all school staff to build a positive school culture.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through team building activities, teachers will increase school pride, feel empowered, celebrate successes and build a shared vision and belief to increase staff retention in accountable areas.

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 Activities Director will plan faculty and staff events to celebrate achievements. Organize Community-Building Events: Plan regular community-building events that bring together students, families, and staff from both the middle and elementary schools. These events could include picnics, assemblies, sports competitions, or talent shows. By providing opportunities for interaction and connection outside the classroom, these events help create a sense of belonging and unity within the newly merged school community.

Person Responsible: Valinda Hayes (vpbhayes@dadeschools.net)

By When: (August 14-September 29)

Administrators in collaboration with the Social Committee will plan schoolwide events outside of campus. Facilitate Joint Professional Development and Training: Organize joint professional development sessions for teachers from both middle and elementary schools. Offer workshops and training sessions that focus on team building, effective communication strategies, and best practices for collaboration. These sessions can help build a shared vision, establish common goals, and enhance teamwork among the faculty and staff.

Person Responsible: Jackeline Garcia (jgarc@dadeschools.net)

By When: (August 14-September 29)

Departments will establish a cohesive culture by creating teacher profiles with biographies and fun facts to post outside classroom doors, select a departmental theme to unify core areas and establish a school wide theme to display unity and school spirit.

Person Responsible: Alissa Bennett (327997@dadeschools.net)

By When: (August 14-September 29)

#4. 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.

According to the SIP School Climate survey 37% of teachers agreed that they received weekly guidance in using data to plan their instruction and 11% said never. Based on the data and the contributing factors we will implement the targeted element of data-driven decision making.

Measurable Outcome:

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

With the implementation of data-driven decision making during collaborative planning, job embedded professional development and faculty meetings, 80% of teachers will analyze how to implement and utilize data to make informed decisions by the end of Quarter 3. (Q1 I do); (Q2 We do); (Q3 You Do).

Monitoring:

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

Administrators will attend one common planning session monthly that focuses on data analysis and decision making based on most recent data and conduct walkthroughs focusing on teacher's data wall and/or data binder: including student data trackers, ongoing progress monitoring trackers, summative assessment data.

Person responsible for monitoring outcome:

Valinda Hayes (vpbhayes@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.)

By implementing Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By focusing on data, teachers will make more strategic decisions as it relates to differentiation, student groups, curriculum decisions and benchmark aligned focus during remediation and enrichment and set class wide goals to motivate and empower students. Students will be more knowledgeable about their performance through regular data chats and feel more empowered to achieve success and proficiency.

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.

Transformation Coaches will model how to analyze data to set goals during collaborative planning.

Person Responsible: Alissa Bennett (327997@dadeschools.net)

By When: (August 14-September 29)

Teachers will use data to create ongoing progress monitoring trackers to display for students and conduct Regular Data Reviews and Collaborative Discussions, including scheduling regular meetings or workshops where teachers, administrators, and relevant stakeholders come together to review and analyze the collected data. Encourage collaborative discussions to identify trends, patterns, and areas for improvement. Use this shared understanding to identify areas of strength and weaknesses, set goals, and develop targeted action plans based on data insights.

Person Responsible: Valinda Hayes (vpbhayes@dadeschools.net)

By When: (August 14-September 29)

Teachers will use progress monitoring assessment data to differentiate instruction based on student performance levels.

Person Responsible: Jackeline Garcia (jgarc@dadeschools.net)

By When: (August 14-September 29)

Teachers will use progress monitoring assessment data to differentiate instruction based on student performance levels.

Person Responsible: Valinda Hayes (vpbhayes@dadeschools.net)

By When: (August 14-September 29)

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).

The School allocates funds and ensures resources are allocated through EESAC committee based on school, teacher, and student needs. The school will collaborate with Parent Teacher Association.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

According to STAR assessment data, the school is at 8 Median percentile compared to the district at 49 students were proficient in Reading. Based on the data identified and the contributing factors of teachers inconsistent implementation of evidence based intervention strategies, teachers will implement consistent Intervention to develop individualized intervention plans for students who require additional support and increase proficiency.

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

According to FAST PM3 assessment data, 29% of 3-5 grade students were proficient in Reading compared to 51% at the district level. Based on the data identified and the contributing factors of high ELL/ESOL newcomers and student learning gaps due to the pandemic teachers will implement consistent Intervention to develop individualized intervention plans for students who require additional support and increase proficiency.

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

With the implementation of Benchmark Aligned Instruction an additional 5% (for a total of 10 Median Percentile) of the K-2 population will score at grade level or above in area of ELA by 2023-2024 state assessment by June 2024.

Grades 3-5 Measurable Outcomes

With the implementation of Differentiated Instruction aligned to student data an additional 5% proficiency (for a total of 34%) of the 3-5 population will score at grade level or above in area of ELA by 2023-2024 state assessment by June 2024.

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.

Administrators and Transformation coaches will help teachers embed before, during and after reading strategies into reading lessons during collaborative planning. Administrators will review lesson plans during walk throughs.

Monitoring interventions in grades K-5 is essential to ensure that the desired outcomes are being achieved and that students are making progress towards their reading goals. Ongoing monitoring allows educators to make data-driven decisions, adjust interventions as needed, and ensure that student achievement outcomes are improving over time. All stakeholders will monitor by conducting baseline assessments at the start of the school year to identify students who may require reading intervention, and implement ongoing progress monitoring throughout the intervention period.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Rosey, Rebecca, 320278@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?

Teaching BDA Reading Strategies enables students to become active and strategic readers. This is a process that engages students in the use of active reading strategies before, during, and after reading. Before reading, students preview the text to set a purpose for reading. This purpose can be set based on the genre (poetry, fiction, non-fiction) of the text. This knowledge or purpose is then used to annotate the text while reading. The students annotate (take notes) based on the main characteristics of the genre. Skimming is a strategic, selective reading method in which students focus on the main ideas of a text. This technique can also be used when students are searching for supporting evidence to respond to comprehension questions. Additionally, students utilize vocabulary strategies to determine the meaning of unknown words which will further enhance their understanding. After reading, students dissect the questions and answers carefully, as well as search the text for appropriate evidence if need be. The Paraphrasing Strategy is designed to help students focus on the most important information in a passage and to improve students' recall of main ideas and specific facts. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words. In Grades K-2 teachers will implement SQ3R a reading comprehension method named for its five steps: survey, question, read, recite, and review. Follow these steps to learn how to glean as much information as possible.

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?

Because K-5 Reading proficiency is at 29% compared to 51% at the district level students require strategies that enable them to actively and strategically read to facilitate comprehension and analysis on a higher level. Teachers can tailor interventions to focus on BDA and/ or SQ3R reading comprehension strategies to increase reading proficiency.

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 14-September 29)</p> <p>a. Establish a Literacy Leadership Team: Form a team of experienced educators, including reading specialists, curriculum coordinators, and school leaders, to drive the literacy improvement efforts.</p> <p>b. Develop a Clear Vision and Goals: The Literacy Leadership Team will collaboratively create a clear vision for the reading intervention program and set specific goals, aligning them with grade-level expectations and benchmarks.</p> <p>c. Regular Progress Monitoring: The team will regularly review student assessment data to monitor progress and adjust the intervention strategies as needed. They will also communicate progress updates to the school community.</p>	<p>Garcia, Jackeline, 331297@dadeschools.net</p>
<p>(August 14-September 29)</p> <p>Literacy coaches will work closely with classroom teachers to enhance their instructional practices.</p> <p>b. Individualized Support: Literacy coaches will conduct regular classroom observations, provide constructive feedback, and offer personalized support to teachers in designing effective reading interventions.</p> <p>c. Professional Development Workshops: Organize workshops led by literacy coaches that focus on evidence-based reading intervention strategies, differentiation, and adapting instruction to diverse learner needs.</p>	<p>Rosey, Rebecca, 320278@dadeschools.net</p>
<p>(August 14-September 29)</p> <p>Assessment: Comprehensive Assessment Plan Develop a plan that outlines the type and frequency of assessments to be conducted, such as diagnostic, formative, and summative assessments.</p> <p>b. Early Identification: Implement regular diagnostic assessments to identify struggling readers in the early grades. Use these assessments to tailor interventions to each student's specific needs.</p> <p>c. Progress Monitoring: Use formative assessments to track students' progress throughout the intervention period. Adjust interventions based on data to ensure continuous improvement.</p>	<p>Garcia, Jackeline, 331297@dadeschools.net</p>
<p>(August 14-September 29)</p> <p>a. Offer professional learning sessions focused on analyzing student assessment data to inform instructional decisions. Teachers will learn to identify trends and adjust interventions accordingly.</p> <p>b. Evidence-Based Strategies Training: Provide training sessions on evidence-based reading intervention strategies, such as guided reading, phonics instruction, and vocabulary development.</p> <p>c. Collaborative Learning Communities: Facilitate regular grade-level or interdisciplinary meetings where teachers can share successes, challenges, and strategies related to reading intervention. Encourage collaborative problem-solving and idea exchange.</p>	<p>Rosey, Rebecca, 320278@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.

Different stakeholders, students, and families can access information in a dedication section on the school's website for sharing important documents and updates; newsletters will include a summary or key highlights from important documents, links will be provided on the school website. Parents, staff, and relevant community members will receive emails with a brief overview of documents and links to full versions. Parent-teacher meetings will be scheduled to discuss and ask questions about the documents, and will be provided printed summaries/ agendas during these meetings. During Open House events, information stations will be set up where parents and students can learn about the SIP, UniSIG budget, and SWP. Key points and updates will be shared on school social media platforms and school website. The school will organize workshops or information sessions where school leaders can present documents and their implications in person and allow for Q&A sessions to address concerns and clarify doubts. The school will provide multilingual support by providing translations of documents in commonly spoken languages to ensure all parents can understand the content.

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))

The school will provide a clear outline of the school's mission, goals and educational approach in easily understandable language. Share information about school policies upcoming events and important dates to keep parents engaged and informed. The school will create a warm and inviting physical environment where parents feel welcomed. The school will host orientation sessions at the beginning of the school year to introduce parents to the school's staff, facilities and resources. Develop and implement parent workshops and seminars on topics such as child development, effective communication and academic support; Organize regular parent-teacher meetings to discuss student progress, strengths and areas of improvement and family oriented events like open house, cultural celebrations and art exhibitions where parents can actively participate and connect with the school community.

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)

The school will implement an online portal or app where parents can access real-time updates on their child's attendance assignments grades and overall progress (schoology). Collaborate with local businesses, organizations, and community leaders to enhance resources available to students and families; invite guest speakers to share their expertise and experiences, connecting classroom learning with real-world applications.

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))

The school will incorporate evidence based interventions, professional development opportunities for teachers and strategies to support at risk student groups identified by ESSA. Coordinate with federal nutrition programs to ensure students have access to healthy meals that support their learning and well being. Share best practices, strategies, and lessons learned to improve overall student outcomes.

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))

Work closely with local housing agencies to identify students and families in need of housing support. Provide information and referral services to connect them with appropriate resources. Partner with local law enforcement, community organizations, and mental health professionals to develop and implement violence prevention programs. This might involve workshops, counseling services, and creating a safe and inclusive school environment.

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))

The School will partner with adult education programs to offer opportunities for parents and community members to further their education. This can create a more informed and engaged community and provide those retained/ gifted and or advanced students opportunities to further their education. Coordinate with CTE programs to offer students relevant career pathways and vocational training opportunities that align with their interests and the local job market.

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).

Incorporate elements like evidence-based interventions, professional development opportunities for teachers, and strategies to support at-risk student groups identified by ESSA. Incorporate violence prevention strategies into the overall school climate improvement efforts.

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))

Leadership will organize professional learning sessions to help Teachers learn to identify trends and improve instructional practices. Coaches will provide training sessions on evidence-based reading intervention strategies, such as guided reading, phonics instruction, and vocabulary development. Coaches and teachers will facilitate regular grade-level or interdisciplinary meetings where teachers can share successes, challenges, and strategies related to reading intervention. Encourage collaborative problem-solving and idea exchange. Conduct regular meetings with teachers, literacy coaches, and

intervention specialists to review student progress data. Discuss challenges, successes, and adjustments needed to improve outcomes.

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))

Organize orientation sessions for incoming preschool children and their parents. These sessions provide an opportunity for families to tour the school, meet teachers and staff, learn about school policies and routines, and get acquainted with the physical layout of the school building. Regular and transparent communication between the school and parents is essential. Schools may provide information about curriculum, schedules, extracurricular activities, and any specific requirements or expectations for the transition process. This helps parents prepare their children and address any concerns they might have. Pair incoming preschool children with older students, known as "buddies." These buddies act as mentors and friends, helping the younger children adjust to the new environment, answer questions, and provide social support. Organize open houses, welcome events, or back-to-school nights can provide families with opportunities to meet teachers, explore the school facilities, and engage in discussions about the upcoming school year.

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: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	\$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