Coral Way K 8 Center School

2023-24

Schoolwide Improvement Plan (SIP)

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Coral Way K 8 Center

1950 SW 13TH AVE, Miami, FL 33145

http://coralwayelementary.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.

Our mission is to provide our students with opportunities to develop a better sense of the world (past, present, future) around them, while establishing an educational setting that moves both teachers and students into an international arena to create a multicultural and interactive learning environment, focusing on improving student achievement.

Provide the school's vision statement.

Coral Way K-8 Center aspires to develop leaders who contribute to the well-being of society as they progress to positions of increasing responsibilities through experience and personal growth. There is a spirit of united purpose and equal worth. In this international setting, we are developing citizens of the world where bi-literate communication and technology are integral components of our teaching and learning environment providing our stakeholders with the tools for success in our global society. We strive to make a difference in the lives of all who enter here-students, teachers, parents, and community members.

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
Martin, Barbara	Principal	-Instructional Leader -Engage Stakeholders -Support Curriculum -Oversee Operation of School -Monitor Student Achievement -Maintain Safe Learning Environment
Garcia, Sheilys	Assistant Principal	-Oversee Instructional Program -LEA/SPED Coordinator -Oversee SPED Program -Oversee ELL Program -Elementary Curriculum -Intervention -School Schedules
Martin, Susana	Other	-Curriculum Support for Bilingual Program -International Studies Program Coordinator -Webmaster -Alternate School Assessment Coordinator
Pomponiohernandez, Amalia	Instructional Media	-Media Specialist -Curriculum Support Using Print and Digital Resources -Coaching, Modeling and Sharing Best Practices -Ordering Supplemental Resources -School Assessment Coordinator
Eftekhari, Para	School Counselor	-Supports students in the areas of academics, social/emotional development -Collaborates with teachers and parents on early identification and intervention of children's academic and socio/emotional needs -Provides group counseling sessions on a variety of topics to assist students in different grade levels -Recognizes and responds to student mental health needs and assists students and families seeking resources.

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.

Stakeholders are involved in the SIP process during our school's EESAC Meetings throughout the year, as well as during grade level planning sessions and faculty meetings. The SIP is presented and stakeholders offer input, suggestions and are part of any necessary revisions.

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))

Our SIP will be monitored following the required phases. -Monthly EESAC meetings, during classroom walkthroughs and Collaborative Planning Sessions. We will revisit and revise our SIP as necessary. Revisions will be discussed in our Faculty Meetings and EESAC meetings to include stakeholder input.

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	95%
2022-23 Economically Disadvantaged (FRL) Rate	77%
Charter School	No
RAISE School	No
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) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
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	8	7	4	8	7	5	12	9	4	64
One or more suspensions	0	0	1	0	0	0	0	1	0	2
Course failure in English Language Arts (ELA)	0	1	0	10	3	3	1	0	0	18
Course failure in Math	0	3	5	17	1	0	5	0	0	31
Level 1 on statewide ELA assessment	0	0	0	41	26	27	21	37	27	179
Level 1 on statewide Math assessment	0	0	0	23	20	29	23	34	28	157
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	26	38	49	28	35	39	64	51	344

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	2	1	2	31	17	21	17	27	17	135

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	2	2	1	13	0	0	1	0	0	19
Students retained two or more times	0	0	1	0	1	1	0	2	4	9

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	15	5	13	4	5	7	12	4	65
One or more suspensions	0	0	0	0	0	0	0	0	2	2
Course failure in ELA	0	1	6	10	5	3	3	1	0	29
Course failure in Math	0	2	7	8	1	5	5	3	2	33
Level 1 on statewide ELA assessment	0	0	0	11	17	23	14	36	17	118
Level 1 on statewide Math assessment	0	0	0	4	11	25	32	57	25	154
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	21	35	23	25	23	51	29	209

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	8	14	8	24	13	41	13	123

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	10	12	1	1	2	2	0	31
Students retained two or more times	0	0	0	0	1	1	1	3	4	10

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	15	5	13	4	5	7	12	4	65
One or more suspensions	0	0	0	0	0	0	0	0	2	2
Course failure in ELA	0	1	6	10	5	3	3	1	0	29
Course failure in Math	0	2	7	8	1	5	5	3	2	33
Level 1 on statewide ELA assessment	0	0	0	11	17	23	14	36	17	118
Level 1 on statewide Math assessment	0	0	0	4	11	25	32	57	25	154
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	21	35	23	25	23	51	29	209

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	8	14	8	24	13	41	13	123

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	10	12	1	1	2	2	0	31
Students retained two or more times	0	0	0	0	1	1	1	3	4	10

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*	64	61	53	67	62	55	64		
ELA Learning Gains				73			56		
ELA Lowest 25th Percentile				62			45		
Math Achievement*	59	63	55	61	51	42	50		
Math Learning Gains				70			25		
Math Lowest 25th Percentile				63			16		
Science Achievement*	65	56	52	64	60	54	48		
Social Studies Achievement*	79	77	68	74	68	59	73		
Middle School Acceleration	83	75	70	74	61	51	58		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	64	62	55	64	75	70	57		

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	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	480
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	67

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	672
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	2	
ELL	52			
AMI				
ASN				
BLK				
HSP	67			
MUL				
PAC				
WHT	83			
FRL	65			

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	39	Yes	1	
ELL	59			
AMI				
ASN				
BLK				
HSP	67			

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	79			
FRL	65			

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	64			59			65	79	83			64
SWD	32			18			28	55			6	53
ELL	46			46			53	60			6	64
AMI												
ASN												
BLK												
HSP	63			57			63	78	82		7	64
MUL												
PAC												
WHT	85			82							3	
FRL	59			51			63	74	78		7	66

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	67	73	62	61	70	63	64	74	74			64
SWD	22	53	51	15	57	58	22					35
ELL	53	71	63	45	60	57	48	68				64
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												
HSP	66	72	62	60	69	63	64	74	72			63
MUL												
PAC												
WHT	82	82		82	82		65					
FRL	64	70	59	58	69	63	61	75	69			62

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	64	56	45	50	25	16	48	73	58			57
SWD	18	40	42	19	13	9	13	30				39
ELL	49	50	41	41	20	16	30	59	46			57
AMI												
ASN												
BLK												
HSP	63	55	43	48	23	16	46	73	58			56
MUL												
PAC												
WHT	76	64		82	50							
FRL	60	53	44	45	22	16	44	70	56			56

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	62%	56%	6%	54%	8%
07	2023 - Spring	51%	50%	1%	47%	4%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2023 - Spring	49%	51%	-2%	47%	2%
04	2023 - Spring	60%	58%	2%	58%	2%
06	2023 - Spring	63%	50%	13%	47%	16%
03	2023 - Spring	58%	52%	6%	50%	8%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2023 - Spring	53%	58%	-5%	54%	-1%
07	2023 - Spring	28%	48%	-20%	48%	-20%
03	2023 - Spring	67%	63%	4%	59%	8%
04	2023 - Spring	71%	64%	7%	61%	10%
08	2023 - Spring	48%	59%	-11%	55%	-7%
05	2023 - Spring	52%	58%	-6%	55%	-3%

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2023 - Spring	42%	40%	2%	44%	-2%
05	2023 - Spring	69%	50%	19%	51%	18%

ALGEBRA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
N/A	2023 - Spring	89%	56%	33%	50%	39%

CIVICS						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
N/A	2023 - Spring	74%	68%	6%	66%	8%

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 on the 2023 FAST PM3 State Assessments was our 7th grade regular curriculum mathematics students (incoming 8th graders). Our school scored at 28% proficiency compared to the District proficiency at 50% and the State proficiency at 48%.

Another area that showed low performance is our 6th grade mathematics students (incoming 7th graders). Our school scored at 53% proficiency compared to the District proficiency at 57% and the State proficiency at 55%.

The contributing factors that may have impacted the low performance of our 6th and 7th grade regular curriculum Mathematics students are the fact that one of our mathematics teachers retired in the middle of the school year and the students had multiple substitute teachers until a replacement was found. Students had to adjust to a certified first year teacher who was hired after having multiple substitute teachers.

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 greatest decline from the prior year on the 2023 FAST PM3 State Assessment was the 7th grade regular curriculum Mathematics students (incoming 8th graders). 29% of our students scored at proficiency compared to the District proficiency at 49% and the State proficiency at 48%. Results from the 2022 FSA Mathematics Assessment indicate that 46% of our 7th graders in the regular curriculum scored at Level 3 or above indicating proficiency during that year. The 17% decline in proficiency is of greatest concern although students participated in two different assessments, the FSA in 2022 and the FAST PM 3 in 2023.

A factor that may have contributed to this decline is instructional loss which resulted from a teacher retiring in the fall and multiple substitutes were utilized until a new certified teacher was hired. Additionally, this comparison is being made using results from two different assessments.

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

The area that showed the greatest gap when compared to the state average is our 7th grade regular curriculum mathematics scores. The 2023 data indicates 28% of our students showed proficiency or above on the 2023 FAST PM3 Assessment compared to the state average of 48% of students showing proficiency or above. This 20 point gap is significant and will be at the top of our focus during the 2023/2024 school year.

A factor that contributed to this decline is the instructional loss that took place when a mathematics teacher retired in the fall. Students were faced with multiple substitutes which created inconsistency in instruction until a new certified teacher was hired.

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

The data component that showed the most improvement was our 2023 5th Grade NGSS Statewide Science Assessment scores. This data indicates that 69% of our 5th graders scored at proficiency or above compared to 50% at the district level and 51% at the state level. During the 2022 school year our 5th Grade NGSS Statewide Assessment, data indicated that 58% of our 5th graders scored at proficiency or of above compared to 49% at the district and 48% at the state level. The increase of 11% percentage points on the 2023 assessment is a result of new actions implemented during the 2023 school year. Students were given more hands-on learning opportunities, participated in extended

learning opportunities and more intensive science instruction was planned after careful analysis of topic assessment data to guide instruction.

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

After careful analysis of the EWS 2022-2023 data, an area of potential concern for our school is our Teacher Attendance. The percentage of teachers at our school who were absent 10.5 or more days was 41% which was higher compared to the district at 36%. Our teacher absentee rate increased from the 2021-2022 school year where 31% of our teachers were absent 10.5 days or more. This 10 percentage point increase is a serious area of concern as instructional time is impacted when teachers are not present and substitutes are utilized.

Another area of potential concern is our Student Attendance During the 2022-2023 school year, data indicates that 32% of our students were absent 11 or more days compared to the previous school year 2021-2022 where 31% of our students were absent 11 or more days. This area is a serious concern because in order to learn, students must be consistently present. The number of days with instructional loss definitely impacts student learning and instruction.

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

Based on the data analyzed from the 2022-2023 school year for our school, we have ranked our priorities. First, we need to improve our teacher attendance and student attendance. Second, we need to improve our incoming regular 8th grade curriculum student math scores. Third, we will improve our incoming 7th grade regular curriculum student math scores.

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 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.

According to the 2022-2023 FAST PM3 data, 28% of our 7th grade regular curriculum (incoming 8th graders) were proficient in Mathematics as compared to the state average of 48% and the district average of 50%. Based on the data and the identified contributing factors of limited Differentiated Instruction, student readiness levels limit the ability to master grade level tasks and lesson plans that don't set high expectations, we will implement the Targeted Element of Professional Learning.

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

With the implementation of Differentiated Instruction, an additional 10% (for a total of 7 students) of the current eighth grade regular curriculum will score at grade level or above in the area of Mathematics on the 2023-2024 FAST PM3 assessment. Differentiated Instruction will be our focus during our Professional Learning.

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

The Leadership Team (Barbara M. Martin, Principal, Sheilys Garcia, Assistant Principal and Dionisio de la Torre, Assistant Principal) will meet with the Mathematics department members on a monthly basis to monitor student progress. During Professional Learning we will analyze current student data, group students for instruction based on the data and discuss strategies and best practices to utilize during small group instruction. Math Topic Assessment data will be analyzed and discussed to ensure that students are demonstrating growth on remediated standards. Teachers will revisit effective strategies that have worked and will share with Math department members during Collaborative Planning Sessions.

Person responsible for monitoring outcome:

Barbara Martin (bmmartin@dadeschools.net)

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

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Differentiated Instruction is a framework for teaching that allows teachers to target and plan instruction for different students at different instructional levels to address individual students' needs.

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.

9/13 The Professional Learning Support Team will plan and provide Professional Development for teachers on effective implementation of Differentiated Instruction. As a result, teachers will plan effective instruction using differentiated instruction with resources that are appropriate for student success.

Person Responsible: Melissa Rodriguez (melirodr@dadeschools.net)

By When: The Leadership Team will monitor the Instructional Practice relating to Math and the implementation of Differentiation from August 14 through September 29, 2023.

The Leadership Team will conduct Bi-Weekly Classroom Walkthroughs from August 17-September 29, 2023 to ensure weekly Mathematics lesson plans are inclusive of Differentiated Instruction targeting our 7th grade regular curriculum mathematics students and our 8th grade Pre-Algebra (regular curriculum mathematics students). As a result, Mathematics teachers will plan and utilize Differentiated Instruction.

Person Responsible: Barbara Martin (bmmartin@dadeschools.net)

By When: The Leadership Team will conduct Bi-Weekly Classroom Walk-throughs to monitor the Instructional Practice relating to Math from August 17 through September 29, 2023.

The Leadership Team will facilitate Peer Teacher observations from August 17 - September 29, 2023 of effective Differentiated Instructional groups including our SWD students. As a result, teachers will have the opportunity to collaborate and observe highly effective Differentiated Instruction taking place that they can replicate in their own classroom.

Person Responsible: Barbara Martin (bmmartin@dadeschools.net)

By When: The Leadership Team will facilitate Peer Teacher observations to monitor the Instructional Practice relating to Math from August 17 through September 29, 2023.

10/27 The Professional Learning Support Team will plan and provide a follow-up Professional Development activity for teachers on effective implementation of Differentiated Instruction and how to incorporate Active Inspire technology in learning stations. . As a result, teachers will plan effective instruction using differentiated instruction and technology with resources that are appropriate for student success.

Person Responsible: Melissa Rodriguez (melirodr@dadeschools.net)

By When: The Leadership Team will monitor the Instructional Practice relating to Math and the implementation of Differentiation and technology from October 16 through January 19, 2024.

11/8 The Leadership Team will plan and implement an informational FAST State Assessment Mathematics Curriculum Workshop for middle school parents via Zoom to disseminate state standards. As a result, parents and students will apply strategies and tips learned for successful instruction and test taking.

Person Responsible: Sheilys Garcia (sgarcia@dadeschools.net)

By When: The Leadership Team will ensure that the FAST State Assessment Mathematics Curriculum Workshop for parents and students will take place on November 8, 2023.

#2. Positive Culture and Environment specifically relating to Teacher Attendance

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

According to the 2023 (Power Bi school staff data) 41% of our teachers were absent 10.5 days or more which exceeded the 36% rate at the district level. Based on the data, we will implement the targeted element of Positive Culture and Environment/Teacher Attendance.

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

With the implementation of Celebrating Successes (reward/recognition system), which includes special recognition and encouragement from all stakeholders, an additional 20% (for a total of 16) of our teachers will improve their attendance by 5 days during the 2023-2024 school year.

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

The Leadership Team (Barbara M. Martin, Principal, Sheilys Garcia, Assistant Principal and Dionisio De la Torre, Assistant Principal) will monitor staff attendance and devote time to meet with teachers struggling with attendance and have meaningful conversations to identify patterns of concern and offer guidance/ support as needed. A plan of action will be created with the teacher and the administrative team to ensure that teacher needs are being met and assistance is provided. The administrative team will incentivize and promote positive attendance goals and follow up with staff members needing assistance on a monthly basis.

Person responsible for monitoring outcome:

Barbara Martin (bmmartin@dadeschools.net)

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

Within the Targeted Element of Positive Culture and Environment, our school will focus on Celebrating Successes. Celebrating Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving specified standards.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Celebrating Successes focuses on providing staff members special recognition publicly. Showing teachers the connection between their effort assists them to see the importance of being present and on how their presence positively impacts student learning.

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.

In order to monitor Teacher Attendance, the Leadership Team will track attendance on a daily basis from August 17 - September 29, 2023 utilizing the Attendance Records Report. As a result, administration will be able to establish a pattern among teacher attendance and establish protocols as needed. The Leadership Team will conduct meetings with teachers needing assistance with attendance in an effort to address patterns of concern. As a result, teachers will improve attendance and receive support as needed.

Person Responsible: Sheilys Garcia (sgarcia@dadeschools.net)

By When: The Leadership Team will monitor Teacher Attendance and Celebrate Successes from August 17 - September 29, 2023.

Every Tuesday from August 17 - September 29, 2023, the Leadership Team will spotlight one teacher via social media to boost teacher morale. As a result of "Teacher Tuesdays," teachers will be recognized and feel valued in the workplace.

Person Responsible: Barbara Martin (bmmartin@dadeschools.net)

By When: The Leadership Team will monitor Teacher Attendance and teachers will be spotlighted every Tuesday from August 17 - September 29, 2023.

In an effort to celebrate successes in the area of Teacher Attendance, The Leadership Team will randomly select two teachers that have had perfect attendance during monthly faculty meeting between August 17 - September 29, 2023 and will incentivize them with preferential parking in our staff parking lot. As a result, teachers will feel valued and attendance will improve.

Person Responsible: Barbara Martin (bmmartin@dadeschools.net)

By When: The Leadership Team will monitor Teacher Attendance and teachers will be incentivized from August 17 - September 29, 2023.

In an effort to celebrate successes in the area of Teacher Attendance, The Leadership Team will randomly select four teachers that have had perfect attendance during monthly faculty meeting between October 16 - January 19, 2024 and will incentivize them with gift cards. As a result, teachers will feel valued and attendance will improve.

Person Responsible: Barbara Martin (bmmartin@dadeschools.net)

By When: The Leadership Team will monitor Teacher Attendance and teachers will be incentivized during monthly faculty meetings from October 16- January 19, 2024.

In an effort to celebrate the successes in the area of Teacher Attendance, a Perfect attendance spotlight display will be created highlighting teachers who had perfect attendance during the 9 week grading period *October 30-January 18,2024). As a result, teachers will be incentivized to be present and attendance will improve.

Person Responsible: Barbara Martin (bmmartin@dadeschools.net)

By When: The Leadership Team will monitor Teacher Attendance and highlight teachers with perfect attendance by January 18, 2024.

#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.

According to the 2023 FAST PM3 data, 39% of our SWD student population demonstrated proficiency compared to other demographic groups. Based on the data we will focus on Data Driven Decision Making to address this critical needs of our SWD population.

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 to meet the needs of our SWD, an additional 5% of our incoming sixth graders will score at proficiency or above on the FAST PM3 Reading Assessment, an additional 5% of our incoming sixth graders will score at proficiency or above on the FAST PM3 Mathematics Assessment.

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

The Leadership Team (Barbara M. Martin, Principal, Sheilys Garcia, Assistant Principal and Dionisio de la Torre, Assistant Principal) will participate in Bi-weekly collaborative planning sessions to monitor data and ensure that instructional strategies are being implemented to align with individual student needs of our SWD population. Additionally, the Leadership Team will follow-up with classroom walk-throughs to ensure quality instruction is taking place.

Person responsible for monitoring outcome:

Barbara Martin (bmmartin@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.)

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.

Data Driven Decision Making is an effective strategy where individual student data is analyzed to make the best decisions for students. This strategy will help teachers to plan effectively to meet the goals established for their students with disabilities. By analyzing data and discussing student progress, additional resources can be identified to assist with instruction.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Teachers will participate in Professional Development on August 15, 2023 focusing on Understanding Data using the Performance Matters platform. As a result, teachers will be able to understand, compare and utilize data to guide individual student instruction, and student achievement of SWD students will improve.

Person Responsible: Melissa Rodriguez (melirodr@dadeschools.net)

By When: Teachers will implement Data Decision Making to Drive Instruction from August 14 - September 29, 2023.

The Leadership Team will conduct teacher data chats during the last week of September to monitor student progress and adjust goals as necessary specifically targeting our SWD population. Data will include results from the FAST PM1 Reading and Mathematics, and Topic Assessment Data. As a result, teachers will plan strategic lessons, adjust instruction, and reteach as necessary to meet the individual student needs based on data analysis.

Person Responsible: Barbara Martin (bmmartin@dadeschools.net)

By When: Decision Making Data Chats will take place between September 25 and September 29, 2023.

The Leadership Team will create a Collaborative Planning Schedule to refer to between August 14 - September 29, 2023 to monitor grade level/department planning sessions and ensure Data Driven Decision Making, specifically related to Students with Disabilities (SWD) , is planned for with fidelity. As a result, student achievement of (SWD) students will improve.

Person Responsible: Barbara Martin (bmmartin@dadeschools.net)

By When: The Collaborative Planning Schedule will be created and followed starting on August 17, 2023.

The Leadership Team will provide teachers with a Schoolwide Data Chat Form in Reading and Mathematics to conduct parent/student data chats during the week of January 8-12, 2024 to monitor student progress and adjust goals as necessary specifically targeting our SWD population. Data will include results from the FAST PM2 Reading and Mathematics, and Topic Assessment Data. As a result, teachers will plan strategic lessons, adjust instruction, and reteach as necessary to meet the individual student needs based on data analysis.

Person Responsible: Sheilys Garcia (sgarcia@dadeschools.net)

By When: Schoolwide Data Chats will take place between January 8-12, 2024.

The Leadership Team will provide grade levels and departments the opportunity to establish long range plans specifically including strategies targeting our SWD population based on current academic needs and student data. As a result, teachers will plan and instruct utilizing standards based long range lesson plans.

Person Responsible: Barbara Martin (bmmartin@dadeschools.net)

By When: The Long Range Planning Schedule for grade levels and departments will be created and implemented by January 19, 2024.

#4. Instructional Practice specifically relating to Science

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

According to the 2023 NGSS Statewide Science Assessment 42% of our eighth grade students scored at proficiency or above, 2 points lower than the district at 44% proficiency and an 18 point decline from the previous 2022 NGSS Statewide Assessment where we scored at 60% proficiency, 21 points above the district at 39% proficiency. Based on this data we will implement the targeted element of Collaborative Data Chats.

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

With the implementation of Collaborative Data Chats, an additional 8% (for a total of 50%) of our current eighth graders will score at or above proficiency on the 2024 NGSS Statewide Science Assessment.

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

The Leadership Team (Barbara M. Martin, Principal, Sheilys Garcia, Assistant Principal and Dionisio de la Torre, Assistant Principal) will conduct monthly Collaborative Data Chats and follow-up with regular Classroom Walkthroughs to monitor lesson plans, and data analysis of baseline and topic assessments.

Person responsible for monitoring outcome:

Sheilys Garcia (sgarcia@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.)

During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction. Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in RtI or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Collaborative Data Chats provide teachers and administrators an opportunity to analyze, plan, remediate and enrich instruction accordingly to meet individual student needs.

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.

A Collaborative Data Chat Schedule will be established between August 14-September 29, 2023 to meet and discuss current data and trends in order to adjust instruction, identify supplemental materials and plan for effective instruction. As a result, teachers will plan for effective instruction.

Person Responsible: Sheilys Garcia (sgarcia@dadeschools.net)

By When: A Collaborative Data Chat Schedule will be established and followed starting August 17, 2023.

Science Teachers will share best practices during bi-weekly Collaborative Planning sessions from August 14-September 29, 2023. These collaborative conversations are vital to discussing effective strategies to improve instruction and teach standards. As a result, teachers will plan effective standard-based lessons with fidelity.

Person Responsible: Sheilys Garcia (sgarcia@dadeschools.net)

By When: Collaborative Planning Sessions will take place from August 14 through September 29, 2023.

Supplemental materials will be incorporated to assist with standards-based instruction in Science from August 14 - September 29, 2023. Hands-on-learning activities will be incorporated to ensure that students are mastering the standards for their grade level. As a result, students will have additional opportunities to master standards.

Person Responsible: Sheilys Garcia (sgarcia@dadeschools.net)

By When: Supplemental materials will be incorporated from August 14 - September 29, 2023.

The Leadership Team will monitor to ensure Science Topic Assessments are being administered to students within the designated time frames. Science Teachers will analyze data and plan effective data driven and standards based instruction in Science. As a result, students will master science standards.

Person Responsible: Sheilys Garcia (sgarcia@dadeschools.net)

By When: Implementation of Science Topic Assessments and targeted instruction will take place between October 16- January 19, 2024.

Supplemental Science materials will continue be incorporated to assist with standards-based instruction in Science from October 16 - January 19, 2024. Hands-on-learning activities will continue to be incorporated to ensure that students are mastering the standards for their grade level. As a result, students will have additional opportunities to master Science standards.

Person Responsible: Sheilys Garcia (sgarcia@dadeschools.net)

By When: Supplemental materials will continue to be incorporated from October 16 - January 19, 2024.

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 improvement funding allocation process includes reviewing student data, determining needs based on academic achievement, and allocating funding to purchase supplemental materials to be used for targeted instruction of our SWD student population. School Improvement funding allocation is presented and discussed during our school's EESAC meetings.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan will be shared during monthly EESAC Meetings, Title I Parent Meetings (will be shared in Spanish as well) and posted on the school's website. An emphasis on school improvement initiatives will be shared during parent/teacher meetings. Our teachers will share goals and strategies used in instruction to assist students with parents as they meet.

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))

Collaboration amongst stakeholders is a top priority at Coral Way K-8 Center. The year started with our Meet and Greet event which provided parents and students with an opportunity to meet teachers and staff members. During this event, parents learned about our school procedures. Information regarding school staff that is available to assist parents with any support is shared. Our Title I Community Involvement Specialist is available to assist parents. She was available at our Meet and Greet event and is always available for parents in the office. Additionally, The Family Engagement Plan is available at http://coralwayk8.dadeschools.net.

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))

In order to address the Area of Focus, teachers will incorporate best practices and strategies such as Differentiated Instruction, Hands-on-Learning, Standards Based Instruction and Data Driven Instruction to enrich our curriculum. These strategies will be discussed during Collaborative Planning Sessions and Data Analysis meetings utilized to both remediate or enrich curriculum as needed to meet the needs in our Area of Focus for our regular curriculum and SWD population.

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 plan is developed in accordance with federal, state and local services, resources and programs including all stakeholders.

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))

We have two onsite school counselors, one for elementary and one for middle school. We also have a mental health counselor who meets with students twice a week. Our team of counselors are always available to meet with students as needed. They offer instructional guidance, work with students suffering from insecurities, self-esteem issues and bullying. They also reward students for their successful moments in school. Our counselors work closely with our ESE department to ensure that the SWD population are meeting their academic goals and incentivize students as necessary.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school follows the MTSS - multi-tiered support system to address student needs in the area of behavior, interventions and/or academic counseling. Our counselors along with teachers, parents and our Assistant Principal meet to discuss student needs. During this meeting, the RTI process is explained to parents, consent is obtained if necessary for preliminary screenings (vision, hearing and social). Teachers will track student data and provide interventions for 6 weeks. The team reconvenes and discusses student progress to decide if further testing is recommended. Parents provide consent to proceed with a psychoeducational evaluation if necessary. The team meets to discuss evaluation results, eligibility criteria and to place the student in the appropriate educational setting best suited to meet their academic needs.

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))

Our Professional Development Liaison along with our Leadership Team discuss and prepare high quality professional development for our teachers and staff based on a Professional Development Needs Survey. During our Professional Development days, strategies needed to improve our student performance and guide instruction are presented. Our last Professional Development Day offered Performance Matters training, D.I., Schoology and iStation training. Upcoming Professional Development opportunities will focus on DI and Data Driven Instruction.

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))

Our VPK students participate in the district K Rocks program. Our pre-school students take a fieldtrip to visit our Kindergarten classes and become familiar with our campus. Parents are invited to a Kindergarten Orientation. Students in VPK programs outside of our school come for a school tour. Additionally, parents in our school community can call and arrange for a school tour of our campus and classrooms held once a month.