

Miami-Dade County Public Schools

Cypress K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Cypress K 8 Center

5400 SW 112TH CT, Miami, FL 33165

<http://cypress.dadeschools.net/>

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Cypress K-8 Center is to move towards excellence through the 3 R's Rigor, Relevance, and Relationships. The Cypress faculty and staff members are dedicated to providing a rigorous curriculum, implementing the Florida's B.E.S.T. Standards through a state of the art pedagogy infused with technology. .Students are encouraged to learn, think, comprehend, and communicate analytically. Relevance is reinforced at Cypress by making curricular connections between learning objectives and real-life experiences. Positive relationships are the foundation for all learning experiences at our school site.

Provide the school's vision statement.

Our vision is to encourage students' academic and social growth in pursuit of becoming life-long learners and productive citizens. Students, staff, parents, and community members will collaborate to create and foster a safe environment where respect for others and tolerance of individual differences are modeled and expected.

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
Alonso, Eduardo	Principal	Eduardo Alonso's role as principal of Cypress K-8 Center includes providing a common vision and instructional leadership for data-based decision making, ensuring the implementation of the MTSS model, and assess the effectiveness of the MTSS model. Mr. Alonso also influences our overall student achievement through supporting and developing of effective teachers and the implementing of a modernized educational organization process. ealonso@dadeschools.net
Hauser, Janet	Assistant Principal	Janet Hauser's role as the assistant principal of Cypress K-8 Center includes assisting the principal with providing common vision and instructional leadership for data-based decision making, ensuring the implementation of the MTSS model, and assessing the effectiveness of the MTSS process. Mrs. Hauser focuses on facilitating the day-to-day procedures at Cypress K-8 Center. She works directly with staff to ensure the safety of students, in addition to the fulfillment of federal and state student and teacher performance guidelines. jhauser33@dadeschools.net
Casais, Marisol	Reading Coach	Marisol Casais will facilitate weekly grade level meetings and lesson planning sessions with all grade levels (K-8) focusing on ELA and sharing of best practices to ensure that lesson plans are standard-aligned. She will also facilitate quarterly data chats so that instruction is data-driven and analyze all school data to identify strengths, areas for improvement and trends. Dr. Casais will also provide job-embedded professional development that is relevant to teachers. mcasais@dadeschools.net
De Armas, Vanessa	Teacher, ESE	Vanessa De Armas' role as an ESE Teacher and leader at Cypress K-8 Center includes facilitating monthly ESE department meetings with all grade levels (K-8) focusing on IEP implementation as well as high yield strategies to improve students' performance. Msdearmas@dadeschools.net
Rodriguez, Patricia	Teacher, K-12	Patricia Rodriguez's will facilitate weekly grade level meetings and lesson planning sessions with all grade levels (K-8) focusing on science and sharing of best practices to ensure that lesson plans are standard-aligned. She will also analyze all school data to identify strengths, areas for improvement and trends. patriciarodriguez@dadeschools.net

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

The School Improvement Plan outlines the goals, objectives, and action steps the school will use and create to improve the performance of the school. Stakeholders play an important role in the development of the SIP. As stakeholders, they have an interest and investment in the school. The school delegates to the Leadership team and in the summer, after analyzing the previous year's data, we strategically create

areas where we need to focus on. Once the draft is completed ,it is then shared with teachers and other stakeholders of the school in order to gain insight. The common goal of every stakeholder is to achieve the vision and mission of the school.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is an live document which is regularly reviewed to monitor progress. Leadership team will meet quarterly to review actions steps, analyze data and determine if action steps need to be changed and or add new action steps to ensure continuous improvement.

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	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) 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: 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	4	3	3	0	4	4	2	4	2	26
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	1	0	1	3	0	2	0	7
Course failure in Math	0	1	8	0	1	0	0	10	0	20
Level 1 on statewide ELA assessment	0	0	0	16	14	17	14	20	12	93
Level 1 on statewide Math assessment	0	0	0	11	18	21	2	15	12	79
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	11	14	19	15	23	22	31	24	167
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	11	14	14	3	15	8	66

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	0	0	5	0	0	0	1	8
Course failure in Math	0	1	0	0	0	1	0	3	1	6
Level 1 on statewide ELA assessment	0	0	0	5	7	8	8	5	5	38
Level 1 on statewide Math assessment	0	0	0	10	11	11	11	7	7	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	8	7	6	9	16	20	10	80
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	0	4	5	8	8	3	29

The number of students identified retained:

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

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	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	2	0	0	5	0	0	0	1	8
Course failure in Math	0	1	0	0	0	1	0	3	1	6
Level 1 on statewide ELA assessment	0	0	0	5	7	8	8	5	5	38
Level 1 on statewide Math assessment	0	0	0	10	11	11	11	7	7	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	8	7	6	9	16	20	10	80
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	0	4	5	8	8	3	29

The number of students identified retained:

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

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*	56	61	53	63	62	55	55		
ELA Learning Gains				67			45		
ELA Lowest 25th Percentile				55			12		
Math Achievement*	55	63	55	59	51	42	47		
Math Learning Gains				70			36		
Math Lowest 25th Percentile				74			11		
Science Achievement*	48	56	52	68	60	54	41		
Social Studies Achievement*	80	77	68	83	68	59	84		
Middle School Acceleration	62	75	70	61	61	51	61		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	74	62	55	68	75	70	67		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	668
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	31	Yes	1	1
ELL	54			
AMI				
ASN				
BLK				
HSP	62			
MUL				
PAC				
WHT				
FRL	59			

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	46			
ELL	65			
AMI				
ASN				
BLK				
HSP	66			
MUL				
PAC				
WHT				
FRL	66			

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	56			55			48	80	62			74
SWD	24			22			17	47			6	68
ELL	45			46			39	62			6	74
AMI												
ASN												
BLK												
HSP	55			55			47	79	62		7	74
MUL												
PAC												
WHT												
FRL	57			56			43	81	58		7	70

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	63	67	55	59	70	74	68	83	61			68
SWD	36	55	45	26	50	67	20	64				54
ELL	53	67	55	55	69	70	65	79				68
AMI												
ASN												
BLK												
HSP	63	67	56	59	70	73	67	82	59			68
MUL												
PAC												
WHT												
FRL	62	68	57	60	72	73	67	81	58			66

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	55	45	12	47	36	11	41	84	61			67
SWD	25	22	5	12	10	5	17					60
ELL	49	36	10	42	31	15	31					67
AMI												
ASN												
BLK												
HSP	55	45	9	47	36	11	41	84	61			67
MUL												
PAC												
WHT												
FRL	50	45	13	43	33	11	38	78	59			67

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	43%	56%	-13%	54%	-11%
07	2023 - Spring	52%	50%	2%	47%	5%
08	2023 - Spring	40%	51%	-11%	47%	-7%
04	2023 - Spring	51%	58%	-7%	58%	-7%
06	2023 - Spring	49%	50%	-1%	47%	2%
03	2023 - Spring	52%	52%	0%	50%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	87%	58%	29%	54%	33%
07	2023 - Spring	39%	48%	-9%	48%	-9%
03	2023 - Spring	43%	63%	-20%	59%	-16%
04	2023 - Spring	40%	64%	-24%	61%	-21%
08	2023 - Spring	64%	59%	5%	55%	9%
05	2023 - Spring	37%	58%	-21%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	40%	40%	0%	44%	-4%
05	2023 - Spring	45%	50%	-5%	51%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	56%	18%	50%	24%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	68%	2%	66%	4%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Based on the analysis of the B.E.S.T./EOC/FAST 2023 data, the data component which showed the lowest performance was ELA for all grade levels. School-wide the ELA data for the 2023 school year was 48% proficiency. Compared to the 2022 data which showed 63% proficiency. This is a 15 percentage point decrease from the previous year. We found that the contributing factor for this low performance is the deficiency in foundational skills and low retention of vocabulary.

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

Based on the analysis of the B.E.S.T./EOC/FAST 2023 data, the greatest decline from the previous year was Science 5th grade and 8th grade. Based on the 2023 data 45% of the 5th grade and 40% of 8th grade students showed proficiency in Science compared to 2022 data where 74% of 5th grade and 62% of 8th showed proficiency. This is a decrease of 24 percentage points. Contributing factors were due to a deficiency in foundational skills and the implementation of a new schedule wheel which was implemented.

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

The data component that had the greatest gap when compared to the state was the 5th grade ELA data. The state average for 5th grade ELA was 54% and 5th grade ELA at Cypress was 43%. We found that the contributing factor for this low performance is the deficiency in foundational skills and low retention of vocabulary.

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

Based on the analysis of the B.E.S.T./EOC 2023 data, 8th grade Math showed the most improvement. Based on the 2022 data 64% of the students showed proficiency in Math as compared to 2021 data where 11% of the students showed proficiency, showing a 53 percentage points increase. This group of students have shown an increasing trend in math in the past 2 years.

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

Based on the 2023 data, 61% of students were absent 6 or more days compared to 2022 data where 56% of students were absent 6 or more days. Although this was a 5% increase, attendance still needs to be monitored. Behavior referrals were slightly higher this year than in previous years. This year we will be targeting behavior using a uniformed Progressive Discipline Plan for K-2, 3-5, and middle school. We will also continue with our school-wide Attendance Campaign.

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

This year our highest priority is Science, ELA, and behavior. Teachers will be collaborating using Vertical Planning in order to close achievement gaps. Teachers will also be working to create a Progressive Discipline Plan which will be a uniformed plan for K-2, 3-5 and Middle School.

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 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 data points from District and state assessments, 5th grade science proficiency declined by 29 percentage points. Based on the data and the identified Contributing Factors including scheduling changes, ELL domain-specific vocabulary acquisition, and topic assessment performance, we will implement changes to the targeted element specifically relating to science.

Measurable Outcome:

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

If we successfully implement the Ongoing Progress Monitoring (OPM) evidence-based intervention, there will be an increase in proficiency levels of 2 percentage points, to increase our proficiency in 5th-grade science from 44.90% to 47% as evidenced by the end-of-year district and state assessments.

Monitoring:

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

Mr. Alonso and Mrs. Hauser (administration) will make schedule changes to provide adequate time for science teachers to focus on science content. Science teachers will attend ICADS and will gather and disseminate information during grade-level and faculty meetings. Science teachers will also debrief after every topic assessment and monitor student progress and provide intervention. Leadership Team will facilitate the grade level meetings and monthly data chats to review topic assessments.

Person responsible for monitoring outcome:

Eduardo Alonso (pr1281@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.)

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student's rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With the implementation of Ongoing Progress Monitoring in science, our school will use the data from topic assessments to monitor student progress on Performance Matters. This will help teachers guide their instruction and create differentiated groups and assist in increasing student achievement.

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.

Create scheduling changes to provide adequate time for science teachers to focus on science content.

Person Responsible: Janet Hauser (jhauser33@dadeschools.net)

By When: 8/14/2023-9/29/2023

Leadership team will facilitate Quarterly data chats with science teachers to analyze data.

Person Responsible: Patricia Rodriguez (patriciarodriguez@dadeschools.net)

By When: 8/14/2023-9/29/2023

Science Coach will facilitate teachers during differentiated instruction lesson planning sessions to ensure that data is guiding their instruction and groups are not stagnant.

Person Responsible: Patricia Rodriguez (patriciarodriguez@dadeschools.net)

By When: 8/14/2023-9/29/2023

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

According to the data points from district and state assessments, ELA proficiency in 5th grade declined by 36 percentage points. Based on the data and the identified Contributing Factors which include language acquisition factors from the influx of non-English speakers and lack of available resources due to the rapid increase of new students arrival. Based on this data, we will be implementing Flexible/Strategic Grouping intervention strategies to differentiate support based on the needs of these students.

Measurable Outcome:

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

If we successfully implement the Flexible/Strategic Grouping evidence-based intervention, there will be an increase in proficiency levels of 2 percentage points, to increase our proficiency in 5th-grade ELA from 42% to 44% as evidenced by the FAST ELA PM3.

Monitoring:

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

Leadership Team (Mr. Alonso, Mrs. Hauser, Dr. Casais, Mrs. Dearmas and Ms. Rodriguez) will facilitate department meetings to analyze ELA data and develop groups for flexible strategic grouping. ELA teachers will conduct Progress Monitoring sessions after Performance Matter assessments to identify areas of deficiency and provide appropriate interventions. ELA teachers will collaborate and disseminate information during grade-level and faculty meetings after attending ICADS.

Person responsible for monitoring outcome:

Marisol Casais (mcasais@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.)

Flexible/Strategic Grouping is grouping students throughout the day for a variety of purposes. Flexible grouping is used to meet goals, engage students, and respond to their needs. Flexible grouping helps teachers with DI as well as whole group. This is also beneficial with students of various levels including ELL and SPED.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our school will use Evidence-Based Intervention to provide opportunities for students to take responsibility of their own learning. Working in groups will give the ELL community the opportunity to grow and learn from other students.

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.

Facilitate ELA data chats with teachers to analyze data and to develop groups for flexible grouping.

Person Responsible: Vanessa De Armas (msdearmas@dadeschools.net)

By When: 8/14/2023-9/29/2023

Progress Monitoring sessions will be conducted after performance matter assessments to identify areas of deficiency and provide appropriate interventions.

Person Responsible: Marisol Casais (mcasais@dadeschools.net)

By When: 8/14/2023-9/29/2023

ELA teachers will attend ICADS and will gather and disseminate information during grade-level and faculty meetings.

Person Responsible: Marisol Casais (mcasais@dadeschools.net)

By When: 8/14/2023-9/29/2023

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

According to the data from the school staff climate survey, 29% of teachers feel that disruptive behaviors are not dealt with adequately. In comparison to last year, only 5% of teachers felt that way. Based on the data and the identified Contributing Factors including discrepancies in classroom behavior plans and differences in classroom management strategies, we will develop and implement a school-wide positive behavior support system that is uniform and aligns to school-wide behavior standards.

Measurable Outcome:

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

If we successfully implement the Positive Behavior Support (PBS) evidence-based intervention, there will be a 2-percentage point decrease in teachers who do not feel adequate disciplinary measures are used to deal with disruptive behaviors, decreasing from 28.79% to 26.79% as evidenced by the end-of-the year climate survey data.

Monitoring:

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

During opening of school meeting we (Ms Barrios, Dr. Casais, Ms. Dearmas, Ms. Silva, and Ms. Still) will inform teachers and staff about the best practices for behavior intervention and classroom management. Staff will collaboratively develop a school-wide positive behavior support system that clearly outlines behavior expectations and disciplinary progression plans. Mr. Alonso and Mrs. Hauser (administration) will conduct walkthroughs to ensure the positive behavior support system is being implemented with fidelity.

Person responsible for monitoring outcome:

Janet Hauser (jhauser33@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.)

Our school will use Positive Behavior Support (PBS) discipline plan to implement proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During the 2022-2023 school year, there was an increase in behavior situations. There was not a consistent Progressive Discipline Plan in place at the school. Many of the problems stemmed from Classroom Management. Drilling down to a specific intervention within the progressive discipline plan, teachers will be able to focus their efforts on areas that require immediate attention. By identifying recurring behavioral issues and determining effective strategies behaviors can be minimized.

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.

Professional Development session during our mandatory PD day to inform teachers and staff about the best practices for behavior intervention and classroom management.

Person Responsible: Janet Hauser (jhauser33@dadeschools.net)

By When: 8/14/2023-9/29/2023

Teachers will create a uniformed Progressive Discipline Plan for K-2, 3-5, and Middle school that clearly outlines behavior expectations.

Person Responsible: Vanessa De Armas (msdearmas@dadeschools.net)

By When: 8/14/2023-9/29/2023

Walkthroughs will be conducted by administrators to ensure the Progressive Discipline Plan is being implemented with fidelity.

Person Responsible: Janet Hauser (jhauser33@dadeschools.net)

By When: 8/14/2023-9/29/2023

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

Area of Focus Description and Rationale:

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

According to the data from the school staff climate survey, 29% of teachers feel that students generally do not come prepared for the content they teach, in comparison to last year when only 5% of teachers felt that way. This decline is attributed to various EWS data points, and identified contributing factors, including early identification of students and lack of collaborations and vertical planning.

Measurable Outcome:

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

If we successfully implement the recognition of early warning signs and the implementation of the Multi-Tiered Support System (MTSS), our school will better identify struggling learners and provide effective remediation to avoid or decrease achievement gaps in academic learning. As a result, teachers will see less student deficiencies in basic academic skills and their ability to do the best possible job will increase by a minimum of 5 percentage points as evidenced by the 2024 School Climate Survey.

Monitoring:

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

The student services support team (Ms. Barrios, Dr. Casais, Ms. Dearmas, Ms. Silva, Ms. Still) will assist teachers in identifying struggling students using current and relevant data to identify the individual needs of each struggling student and develop the intervention plan accordingly. The student services support team will monitor intervention data and meet with teachers to discuss student progress to ensure students needs are being addressed.

Person responsible for monitoring outcome:

Vanessa De Armas (msdearmas@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.)

Our School will use Evidence-Based Intervention of Response to Early Warning Systems to support teachers in identifying students who need additional support. Intervention will be provided to those students to increase student achievement and close academic gaps.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As a result of Response to Early Warning Systems struggling students will receive the additional support needed to make up for academic loss. Our school guidance counselor will provide students who have been recommended for services by teacher, student and/or parent request by meeting with these students regularly on an individual basis and/or focus groups to provide guidance in academic, personal, and mental health. Guidance counselor will also monitor student progress by meeting with teachers and curriculum coaches to discuss student's academic and mental health progress.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Provide professional development for teachers in the importance of early identification, remediation and monitoring using the Response to Early Warning Systems and Multi-Tiered Support System (MTSS).

Person Responsible: Omayda Silva (osilva@dadeschools.net)

By When: 8/14/2023-9/29/2023

Student services support team will attend weekly grade level meetings to discuss student progress and remediation strategies to ensure that students' needs are being met. During this time teachers will have an opportunity to discuss concerns of any other student who may be struggling and steps that need to be taken to ensure student success.

Person Responsible: Omayda Silva (osilva@dadeschools.net)

By When: 8/14/2023-9/29/2023

Leadership team will analyze data and then meet with the student services support team to ensure that all students have been identified and receiving remediation.

Person Responsible: Marisol Casais (mcasais@dadeschools.net)

By When: 8/14/2023-9/29/2023

CSI, TSI and ATSI Resource Review

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

Reading Achievement Initiative for Scholastic Excellence (RAISE)**Area of Focus Description and Rationale**

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

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

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

According to the data, 54% of students in second grade scored below 40th percentile in ELA. We found that the contributing factor for this low performance is the deficiency in foundational skills and low retention of vocabulary. This decline is attributed to various EWS data points, and identified contributing factors, including early identification of students, instruction is not data driven and intervention is not being implemented appropriately.

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

According to the data, 53% of our fifth graders scored below level 3 in ELA. We found that the contributing factor for this low performance is the deficiency in foundational skills and low retention of vocabulary. Based on the data and the identified Contributing Factors including language acquisition factors from the new arrival of non English speakers and lack of available resources due to the rapid increase of new students. Based on this data, we will be implementing Flexible/Strategic Grouping intervention strategies to differentiate support based on the needs of these students.

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

If we successfully implement the intervention program effectively and with fidelity as well as implement the Early Warning Intervention and Monitoring System, there will be an increase in proficiency levels of 5 percentage points, to increase our proficiency in 2nd-grade ELA from 46% to 51% as evidenced by the end-of-year district and state assessments.

Grades 3-5 Measurable Outcomes

If we successfully implement the Flexible/Strategic Grouping evidence-based intervention, there will be an increase in proficiency levels of 4 percentage points, to increase our proficiency in 5th-grade ELA from 47% to 51% as evidenced by the end-of-year district and state assessments.

Monitoring

Monitoring

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

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student's rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class. Ongoing Progress Monitoring will be used to monitor ELA data on topic assessments on Performance Matters This will help teachers monitor and create groups based on the data. Students' will also be in charge of their data and be held accountable for their own data. Leadership Team will facilitate department meetings to analyze ELA data and develop groups for flexible strategic grouping. ELA teachers will conduct Progress

Monitoring sessions after performance matter assessments to identify areas of deficiency and provide appropriate interventions. ELA teachers will collaborate and disseminate information during grade-level and faculty meetings after attending ICADS.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Alonso, Eduardo, pr1281@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?

The recognition of Early Warning Signs and the implementation of the Multi-Tiered Support System (MTSS), our school will better identify struggling learners and provide effective remediation to avoid or decrease achievement gaps in academic learning. The use of Horizon and Elevate intervention program being implemented effectively and with fidelity will provide additional support to students who are struggling and demonstrating deficiencies in basic foundational skills.

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?

Flexible/Strategic Grouping is grouping students throughout the day for a variety of purposes. Flexible grouping is used to meet goals, engage students, and respond to their needs. Flexible grouping helps teachers with DI as well as whole group. This is also beneficial with students of various levels including ELL, and ESE.

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>Facilitate ELA data chats with teachers to analyze data and to develop groups for flexible grouping. Administrators will conduct specific walkthroughs with specific look-fors. Literacy coach will facilitate during lesson plan sessions to ensure that lessons are standard aligned and data driven. Literacy Coach will create a Schoology Intervention/DI group and provide resources, strategies and Q&A section. Job-embedded professional development sessions will be given on the implementation of effective flexible grouping and on going progress monitoring.</p>	<p>Alonso, Eduardo, pr1281@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.

We will effectively disseminate to stakeholders such as students, families, school staff, leadership, and local businesses by presenting all information during ESSAC, staff, and grade level meetings. The leadership team will be responsible for overseeing the dissemination of information and ensure that the SIP, UniSIG budget, and SWP are well-organized and easy to understand.

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))

Cypress plans to continue to build positive relationships with parents, families and community stakeholders to fulfill our school's mission. The school will establish open and consistent communication

channels, including regular newsletters, emails, phone calls, and a user-friendly website. Parents will be encouraged to reach out to teachers, counselors, and administrators with questions or concerns. The school will maintain an active presence on social media platforms and its website to keep parents and the community informed about school events, achievements, and important updates. Cypress will continue to establish Dade Partnerships with local businesses and organizations to enhance students' educational experiences and to involve the community in the school's mission. We will support the needs of students by keeping parents informed of their child's progress. The school will take into account the diverse needs of parents and families, including those with language barriers, disabilities, or other specific requirements. The school will maintain a resource library, providing parents with access to books, articles, and online resources that focus on parenting, education, and child development.

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)

We plan to strengthen the academic programs in our school by provided additional push-in support, enhancing existing curriculum, continue to implement intervention and tutoring to close achievement gaps. Leadership team will facilitate grade level meetings and planning sessions to ensure that lessons are standard aligned and data-driven.

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))

N/A

Optional Component(s) of the Schoolwide Program Plan

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

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Ensuring the well-being and holistic development of students outside of academic subject areas is a crucial aspect of our school's mission. To accomplish this, we have a variety of strategies and support services, including counseling, school-based mental health services, specialized support services and mentoring programs. Trained school counselors are available to students. They offer one-on-one and small group counseling sessions to address personal, emotional, and social concerns. Counseling services may also include sessions that focus on topics such as stress management, conflict resolution, and self-esteem building. Our school maintains a confidential and supportive environment for students to discuss their concerns without judgment. Our on-site mental health coordinator helps students with more severe emotional or psychological challenges and can provide long-term treatment plans and support. Our counselors also sponsor a wellness club which focuses on promoting and supporting the well-being and health of its members.

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))

Our counselors work closely with our middle school students and organize events where high schools can interact with students. These events such as the curriculum expo and in-house visit from high

schools help students learn about various academic programs and options. We also work closely with our feeder pattern so that students feel a sense of community and have a smooth transition. We have created a medical academy which is aligned with our feeder pattern high school to provide a consistent learning experience.

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).

The focus for our school this year is the schoolwide tiered model for preventing and addressing problem behavior, in conjunction with early intervening services coordinated with the Individuals with Disabilities Education Act (IDEA). We are taking a systematic approach to support the social, emotional, and behavioral well-being of all students in our school. We are adhering to the Multi-Tiered System of Support (MTSS) to identify and provide appropriate interventions to students who may be at risk for or already experiencing behavioral challenges. Our Counselors, teachers and leadership team have received training on evidence-based practices for behavior support, classroom management, and intervention strategies to ensure effective implementing of the tiered model.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development sessions offered at our school aim to enhance the quality of education and student outcomes. We offered a training on evidence-based practices for behavior support, classroom management, and intervention strategies to ensure effective implementing of the tiered model. We also offered a training on Schoology and Performance Matters, we encourage and support our teachers to use technology and data analysis tools which can help track student progress, identify learning gaps, and provide personalized 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 school has an annual orientation session for both students and parents to become familiar with the elementary school environment. During this time they get to meet teachers, get information on program and expectations and visit the classrooms. The Kindergarten teachers and leadership team also collaborate and visit with local preschools and childcare centers to establish a strong connection between the two institutions. Before the school year begins we host a meet and greet event where both students and parents can visit the classroom and speak with teachers before the first day of school to ensure a smoother transition.

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: Science	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00

4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$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