

Miami-Dade County Public Schools

Marjory Stoneman Douglas Elem School



2023-24

Schoolwide Improvement Plan (SIP)

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Marjory Stoneman Douglas Elem

11901 SW 2ND ST, Miami, FL 33184

<http://msdouglas.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 at Marjory Stoneman Douglas Elementary is to bilingually foster student achievement with respect for historical, cultural, and individual diversities with an emphasis on the preservation of our environment and an appreciation for the arts.

Provide the school's vision statement.

We at Marjory Stoneman Douglas Elementary share the vision, feel the pride, and experience the commitment to excellence every day. This vision is reflected in a school where all children will learn to be biliterate and bilingual critical thinkers as a result of the dual language program.

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
Almeida-Perez, Moraima	Principal	Moraima Almeida-Perez (Principal) provides the vision and instructional leadership strategies to improve data-driven school performance and decision making. She ensures that procedures are in place to assure the well-being of all stakeholders as well as providing a safe learning environment for all students and staff.
Vega, Tania	Assistant Principal	Tania Vega (Assistant Principal) assists the Principal in promoting initiatives that enhance the educational experience for staff and students to ensure that instructional practices prepare students for success.
Cruz-Lopez, Patricia	Instructional Media	Patricia Cruz-Lopez is the Media Specialist and Chairperson of the Educational Excellence School Advisory Committee (EESAC). Her responsibilities include disseminating information to all stakeholders, planning and implementing an effective Library Media Program to promote literacy within the school community so that the media program continues to be the heart of the school.
Diez-Rodriguez, Beatriz	Teacher, K-12	Beatriz Diez-Rodriguez is a third grade teacher and content liaison. Her responsibilities include disseminating information to all stakeholders and implementing relevant and rigorous academics in an innovative manner while promoting a sense of belonging in an inclusive environment.
Hernandez, Veronica	Teacher, K-12	Veronica Hernandez is a first grade teacher and grade level chairperson. Her responsibilities include disseminating information to all stakeholders, maintaining cohesion within the grade level, and implementing relevant and rigorous academics in an innovative manner while promoting a sense of belonging in an inclusive environment.

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 purpose of a school improvement plan is to guide the school in problem-solving and planning process throughout the year and help identify and organize strategies and resources that will lead to increased student achievement at the school. The plan aims to establish a unified vision for a school, assess its needs, and then outline a program to resolve all the issues uncovered. The ultimate objective of the process is to improve student achievement levels by enhancing the way curriculum is delivered and by creating a positive environment. The Educational Excellence School Advisory Council's (EESAC) function is to bring together all stakeholders and involve them in decision-making which affects instruction and the delivery of programs. The EESAC assists teachers, school administrators, parents, and members of the business community in preparing, monitoring implementation, and evaluating the School Improvement Process (SIP). Identified stakeholders are informed about the SIP development

process, its importance, and the role they play in contributing to the plan's creation. Communication channels such as emails, phone calls, and meetings are used to reach out to the stakeholders effectively. Meetings are held to gather input and feedback. Sessions are conducted separately for different stakeholder groups. In these meetings, stakeholders share their perspectives, concerns, and ideas. The school leadership team reviews and analyzes data related to student performance, attendance, behavior, and other relevant factors. This data analysis provides insights into the areas that need improvement and informs the development of the SIP. Based on the input and feedback received from stakeholders and the data analysis, the school improvement team drafts the SIP. This plan outlines the strategies, goals, and actions that the school will undertake to address identified areas for improvement. Before finalizing the SIP, the draft plan is reviewed by key stakeholders, including teachers, administrators, parents, and community leaders. Their feedback is taken into consideration to make necessary adjustments and ensure buy-in from all parties involved.

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))

Once the SIP is approved, the school begins implementing the outlined strategies and actions. It will be regularly monitored through a systematic and data-driven process to ensure effective implementation and measure its impact on increasing student achievement in meeting the academic standards. The monitoring process will focus on identifying and addressing the achievement gap, particularly for students who face the greatest challenges. The school will collect various data points to assess student progress and identify areas for improvement. Stakeholders will analyze the collected data to gain insights into student performance and to pinpoint specific areas where students are struggling the most. Through data analysis, the school will identify root causes for the achievement gap. The school will regularly review the goals set in the SIP to assess progress towards closing the achievement gap and meeting academic standards. This will involve comparing actual outcomes with the desired targets. Teachers and staff will engage in collaborative discussions to share best practices, review strategies, and participate in professional development opportunities to enhance instructional techniques and support mechanisms for students. The school will involve all stakeholders in the monitoring process to ensure transparency and gather valuable feedback on the plan's implementation. The school leadership team will conduct periodic evaluations of the SIP's effectiveness in addressing the achievement gap and improving student outcomes. Based on the data analysis and evaluation results, the school will identify areas of the plan that require revision or enhancement. The SIP will be adjusted to ensure it remains responsive to the evolving needs of students and the school community. The school will adopt a continuous improvement mindset, seeking ongoing feedback, and adapting strategies to ensure the plan's effectiveness and its positive impact on student achievement. The monitoring process and the revisions made to the SIP will be documented. By following this systematic approach, the school can ensure that the SIP remains a dynamic and effective tool for addressing the achievement gap and raising student achievement levels to meet the academic standards.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education

2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	No
RAISE School	No
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: 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	0	3	3	4	1	3	0	0	0	14	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	2	6	2	12	10	0	0	0	32	
Course failure in Math	0	3	5	7	5	19	0	0	0	39	
Level 1 on statewide ELA assessment	0	0	0	4	23	19	0	0	0	46	
Level 1 on statewide Math assessment	0	0	0	2	16	14	0	0	0	32	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	21	22	23	28	28	0	0	0	122	

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	3	3	5	16	18	0	0	0	45

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	3	1	4	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	9	10	9	13	8	10	0	0	0	59	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	8	11	6	19	0	0	0	44	
Course failure in Math	0	1	2	5	7	22	0	0	0	37	
Level 1 on statewide ELA assessment	0	0	0	8	10	11	0	0	0	29	
Level 1 on statewide Math assessment	0	0	0	4	13	13	0	0	0	30	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	14	10	39	38	0	0	0	106	

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	1	3	13	12	20	0	0	0	49

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	9	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	1	0	0	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	3	3	3	1	3	5	0	0	0	18	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	7	3	14	10	7	0	0	0	41	
Course failure in Math	0	7	9	5	20	9	0	0	0	50	
Level 1 on statewide ELA assessment	0	0	0	30	24	17	0	0	0	71	
Level 1 on statewide Math assessment	0	0	0	19	17	8	0	0	0	44	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	20	25	26	35	33	31	0	0	0	170	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	3	21	21	10	0	0	0	59

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	72	60	53	70	62	56	68		
ELA Learning Gains				79			64		
ELA Lowest 25th Percentile				64			60		
Math Achievement*	79	66	59	78	58	50	63		
Math Learning Gains				88			57		
Math Lowest 25th Percentile				84			43		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	79	58	54	69	64	59	58		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	70	63	59	61			58		

* 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	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	593
Total Components for the Federal Index	8
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	46			
ELL	73			
AMI				
ASN				
BLK				
HSP	76			
MUL				
PAC				
WHT				
FRL	71			

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	62			
ELL	75			
AMI				
ASN				
BLK				
HSP	74			
MUL				
PAC				
WHT				
FRL	72			

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	72			79			79					70
SWD	35			64			44				5	57
ELL	68			78			77				5	70
AMI												
ASN												
BLK												
HSP	72			79			79				5	70
MUL												
PAC												
WHT												
FRL	67			76			77				5	64

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	70	79	64	78	88	84	69					61
SWD	29	70	68	58	86	86	26					70
ELL	68	80	68	79	88	89	63					61
AMI												
ASN												
BLK												
HSP	70	79	64	79	88	84	69					61
MUL												
PAC												
WHT												
FRL	65	77	65	74	87	84	64					61

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	68	64	60	63	57	43	58					58
SWD	25	37	43	33	32	42	17					42
ELL	65	66	55	63	63	35	58					58

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
AMI												
ASN												
BLK												
HSP	68	65	60	63	58	43	58					59
MUL												
PAC												
WHT												
FRL	62	59	61	58	55	46	54					58

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	69%	56%	13%	54%	15%
04	2023 - Spring	60%	58%	2%	58%	2%
03	2023 - Spring	56%	52%	4%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	63%	63%	0%	59%	4%
04	2023 - Spring	69%	64%	5%	61%	8%
05	2023 - Spring	79%	58%	21%	55%	24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	72%	50%	22%	51%	21%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data component that showed the lowest performance was 3rd grade ELA (56%). One of the contributing factors to last year's low performance was the new computer-based assessment, which was a transition for students from the familiar paper-based assessment. This trend was also reflected across 4th and 5th grade ELA scores.

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

The data component that showed the greatest decline from the prior year was Mathematics for grades 3-5. Specifically, fourth grade showed the greatest decline, from 84% to 69%. One factor that contributed to this decline was a transition to computer-based testing. Additionally, a new Mathematics series was used that had the new B.E.S.T. standards. These factors, coupled with a change in instructional personnel for the 2022-2023 school year, made for less than desired results.

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 average was Grade 5 Mathematics at 79%, which represents 24 percentage points higher than the State. The main factor that contributed to this gap was a solid team of departmentalized 5th grade teachers who collaborated fervidly and with fidelity.

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 5th grade Science with 71% proficiency in 2023 vs 70% proficiency in 2022. The 5th grade team was departmentalized thus allowing collaboration between ELA and Science common standards.

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

Reflecting on the EWS data from Part I, an area of concern was the high volume of students who scored a Level 1 on state standardized tests as well as the volume of new entries, a majority of whom were ELL Level 1 students.

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

Based on the data gathered, our highest priority for school improvement in the upcoming school year is ELA. We will hire personnel to provide interventions with fidelity for this subject area. Another area of focus is attendance. Students who missed 6-10 days went from 30% to 33%, therefore there was a 3% increase in students missing 6-10 days in school. Attendance contributes to better academic performance, as students are more likely to understand and retain the material if they are present. There will also be a focus on Social Emotional Development (SEL) of the students. Social-emotional development in elementary students is vital for their immediate and long-term success, both

academically and personally. It equips them with the tools they need to thrive in the classroom and beyond.

Area of Focus

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

#1. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

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

According to the 2023 F.A.S.T. PM3 data available in Power BI, 62% of the students were proficient in ELA as compared to 69% in the 2022 FSA. Based on the data and identified contributing factors of computer-based testing, change in instructional personnel, influx of foreign-born students, and adoption of new educational standards, we will implement the targeted element of Collaborative Planning.

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 Planning, it is projected that there will be a four percentage point increase from students in grades 3-5 as evidenced by results of the ELA F.A.S.T. PM3 scheduled to be administered in May of 2024.

Monitoring:

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

The fidelity of Collaborative Planning will be monitored and insured through the establishment of common planning time during which teachers develop, individualize, and tailor the lesson delivery to the needs of their students. Additionally, minutes taken will demonstrate different teachers sharing best practices with one another and reflection of strategies used based on student performance.

Person responsible for monitoring outcome:

Tania Vega (tcvega@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 focus on the evidence-based strategy of Collaborative Planning. Collaborative planning positively impacts student achievement by promoting effective instruction, differentiated learning, data-driven decision making, and a supportive school culture that enhances student engagement and success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that nations that outperform the United States on international assessments build time into the school workday for ongoing, sustained teacher development collaboration and planning. By scheduling special area classes at the same time by grade levels, teachers will have the necessary time to support one another to implement plans that effectively deliver the B.E.S.T standards.

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.

8/14/23-9/29/23: Common planning time will be built in to the teachers' schedules so that members can collaborate, reflect, and address any barriers. As a result of common planning, teachers will have the time

necessary to discuss assessment data from Performance Matters, i-Ready, and other informal assessments and will address student achievement needs to increase proficiency.

Person Responsible: Tania Vega (tcvega@dadeschools.net)

By When: 8/14/23-9/29/23

8/14/23-9/29/23: During each week's PLC, teachers will share reflections and best practices successfully used to deliver rigorous lessons that resulted in mastery of standards. Lesson plans and meeting agendas will reflect newly acquired skills and instructional support strategies. As a result of Collaborative Planning, student achievement will increase.

Person Responsible: Moraima Almeida-Perez (pr1371@dadeschools.net)

By When: 8/14/23-9/29/23

8/14/23-9/29/23: Due to the influx of foreign-born students being enrolled in our school, a refresher training in ELL Strategies will be presented to all teachers. As a result teachers will utilize ELL strategies in their classrooms thus increasing proficiency.

Person Responsible: Javier Vidal (257808@dadeschools.net)

By When: 8/14/23-9/29/23

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 F.A.S.T. PM3 data available in Power BI, 62% of the students were proficient in ELA as compared to 69% in the 2022 FSA. Based on the data and identified contributing factors of computer-based testing, change in instructional personnel, influx of foreign-born students, and adoption of new educational standards, we will implement the targeted element of Differentiation.

Measurable Outcome:

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

With the implementation of the evidence-based strategy of Differentiation, an additional four percent of students in grades 3-5 will score at grade level or above in ELA on the 2024 Florida Assessment of Student Thinking (F.A.S.T.), scheduled to be administered May of 2024.

Monitoring:

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

The fidelity of Differentiation will be monitored and insured through regular administrative walk-throughs as well as evidence of differentiation in teachers' lesson plans. During walk-throughs, administration will see uniformity in the lessons being taught while at the same time see how teachers individualize and tailor the lesson delivery to the needs of the students. The uniformity and individualization will be a reflection of teachers assisting each other.

Person responsible for monitoring outcome:

Moraima Almeida-Perez (pr1371@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 focus on the evidence-based strategy of Differentiation. Differentiation is a framework for effective teaching that involves providing students with different avenues of learning. This includes various ways of acquiring content, processing, making sense of ideas, and/or developing teaching materials and assessment measures so that all students can learn effectively.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of differentiated lessons can enhance student achievement by addressing the unique needs of each learner and promoting a positive and inclusive learning environment. Teachers can use a variety of grouping formats at different times determined by such criteria as students, skills, and prior knowledge. It may be particularly valuable for L25 and ELL students who usually require explicit, intensive instruction as well as opportunities for collaborative group work with classmates who are more proficient readers. It is anticipated that said strategies will yield higher proficiency rates in the 2024 F.A.S.T.

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.

8/14/23-9/29/23: Differentiation of instruction will be implemented with the formation of fluid groups. Said groups will be maintained as teachers conduct ongoing formal and informal assessments to document improvements and/or determine if further remediation is necessary. Data can be derived from Performance Matters, i-Ready, and Power BI. As a result of fluid groups, students' needs will be met and proficiency will increase.

Person Responsible: Tania Vega (tcvega@dadeschools.net)

By When: 8/14/23-9/29/23

8/14/23-9/29/23: Facilitate Leadership Team meetings to review implementation of Differentiation. Assistance will be provided to analyze data, create DI groups, and implement RTI. Said strategies and support will be proffered by meeting with each grade level. As a result of Leadership Team meetings, teachers will use their data to create groups to enrich and remediate students as needed, thus increasing student achievement.

Person Responsible: Moraima Almeida-Perez (pr1371@dadeschools.net)

By When: 8/14/23-9/29/23

8/14/23-9/29/23: Teachers will maintain binders/folders documenting differentiation in instruction. Documentation will be used to maintain groups fluid. As a result, teachers will have documentation to monitor student progress.

Person Responsible: Tania Vega (tcvega@dadeschools.net)

By When: 8/14/23-9/29/23

#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 2022-2023 school data, students who missed 6-10 days went from 30% to 33%, therefore there was a 3% increase in students missing 6-10 days in school. Based on the data and the identified contributing factors of an influx of recent arrivals to this country, and acculturation for parents and students, we will implement Targeted Element of perfect attendance incentives.

Measurable Outcome:

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

With the implementation of perfect attendance incentives, the number of students missing 6-10 days of school will decrease by five percentage points, as evidenced by attendance reports in PowerBI in June 2024.

Monitoring:

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

The fidelity of the perfect attendance incentive will be monitored by the homeroom teachers, in addition to administrative walk-throughs. During walk-throughs, administration will see the perfect attendance signs in each classroom. The uniformity will be a reflection that shows the teachers implementing the sign and teachers encouraging their students to come to school every day.

Person responsible for monitoring outcome:

Moraima Almeida-Perez (pr1371@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 be focusing on student attendance. Attendance is crucial for academic achievement, social interaction, establishing routine, access to support services, legal requirements, building responsibility, and preparation for the future. Attendance in elementary school is vital for academic, social, and personal development, as well as for complying with legal requirements and preparing children for their future.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using incentives to improve student attendance can be effective because they provide motivation and reward for positive behavior. Incentives can help create a positive association with attending school regularly. They can range from small rewards like certificates and treats or recognition to more substantial rewards like privileges and special events. By offering incentives, schools can encourage students to prioritize attendance, leading to better engagement, academic performance, and a stronger sense of commitment to their education.

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.

8/14/23-9/29/23: The leadership team will provide a perfect attendance sign to each homeroom class. One letter will be colored in on the sign for each day the class gets perfect attendance. Incentives will be provided for the classes who have the most letters colored in for the month. As a result, students will be motivated to attend school and attendance will increase.

Person Responsible: Veronica Hernandez (veronicahernandez@dadeschools.net)

By When: 8/14/23-9/29/23

8/14/23-9/29/23: Students with perfect attendance for each quarter will be acknowledged at the Honor Roll/Perfect Attendance assembly. A certificate will be provided at the assembly. As a result, students will be motivated to attend school and the number of students recognized will increase.

Person Responsible: Moraima Almeida-Perez (pr1371@dadeschools.net)

By When: 8/14/23-9/29/23

8/14/23-9/29/23: The leadership team will create an attendance bulletin board. The board will be updated monthly by showcasing the winners for each grade-level each month. As a result, attendance will increase as students will be motivated to attend school so that their class can be showcased.

Person Responsible: Beatriz Diez-Rodriguez (bettyrodriguez@dadeschools.net)

By When: 8/14/23-9/29/23

#4. 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 results from the 2022-2023 Student School Climate Survey, questions 1, 3, and 10, which most closely pertain to social emotional learning, showed a significant decrease, from an average of 95% in 2021-2022 to 82% in 2022-2023. Based on the data and the identified contributing factors of influx of recent arrivals, acculturation, and transition to the school building, our school will implement the Targeted Element of Social Emotional Learning (SEL).

Measurable Outcome:

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

With the implementation of SEL, there will be an average increase of 15% in the positive direction for students answering questions 1, 3, and 10 on the Student School Climate Survey.

Monitoring:

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

Monitor changes in behavior, such as reduced disruptive incidents or improved conflict resolution skills, which might be correlated with the implementation of mindfulness practices. There will be an increase in the number of students being nominated for Values Matter as compared to the numbers nominated in previous years. Encourage students to reflect on their own character development. This can be done through journals, reflective essays, or group discussions.

Person responsible for monitoring outcome:

Tania Vega (tcvega@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 implement Social Emotional Learning by focusing on Mindfulness strategies, Values Matter, and Character Education that will contribute to the students' overall well-being and academic success. Through the use of these interventions, students will learn how to recognize and manage their emotions effectively. They will develop strong interpersonal skills and develop resilience. Research has shown that SEL programs can improve academic performance. When students can manage their emotions and work well with others, they are better equipped to focus on learning and perform better in school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

An evidence-based approach to mindfulness strategies, values education, and character education ensures the holistic development of students, preparing them for academic success, emotional resilience, and positive social interactions that are crucial for their future well-being. These interventions are effective, ethical, and contribute positively to the well-being and development of individuals and society. The implementation of these are effective in improving social skills, attitudes, behavior, and academic performance.

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.

8/14/23-9/29/23: Integrate Mindfulness into the curriculum or create dedicated mindfulness periods by using Mindfulness-Based Stress Reduction (MBSR). Ensure that it aligns with the needs and developmental levels of the students. As a result of Mindfulness, students will feel better about themselves and being in school.

Person Responsible: Barbara Fernandez (bfernandez5@dadeschools.net)

By When: 8/14/23-9/29/23

8/14/23-9/29/23: Infuse the curriculum with opportunities to discuss and practice Values Matters. Educators and staff model the values promoted. They encourage students to apply these values in real-life situations and provide learning opportunities, discussions, and projects that allow students to practice and understand the importance of these values. Teachers will nominate students that demonstrate model behavior of the monthly core values. As a result of implementing Values Matters, the school climate will change and more students will follow rules.

Person Responsible: Mariana Sanchez (msanchez98@dadeschools.net)

By When: 8/14/23-9/29/23

8/14/23-9/29/23: Design age-appropriate character education lessons that align with the framework and are integrated into the curriculum. Involve students in discussions, activities, and projects that encourage them to reflect on and develop the desired character traits. Recognize and celebrate students' demonstration of positive character traits. Provide reinforcement through awards, acknowledgments, and positive feedback. As a result, the school will change thus shaping well-rounded individuals who are morally sound, socially responsible, and equipped with the skills and values needed to thrive in both school and life.

Person Responsible: Tania Vega (tcvega@dadeschools.net)

By When: 8/14/23-9/29/23

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 Process (SIP) is disseminated to stakeholders via EESAC, the school webpage (<https://msdelementary.net/>), and faculty meetings. At the beginning of the school year, the Synergy teams compile data and provides a draft to the faculty for their review and input. It then goes to EESAC, where parents and community members can also give their input. Once approved, the SIP document, which is a live document that can be changed as needed, will be uploaded to the Florida CIMS webpage as well as the school webpage. This same process is repeated mid-year and at year-end

as data becomes available. By implementing these methods, the school can effectively disseminate information about the SIP to stakeholders in a way that is accessible and understandable for parents while fulfilling the requirements of ESSA 1114(b)(4).

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))

MSD recognizes the importance of strong relationships with parents, families, and community stakeholders to fulfill its mission, meet student needs, and ensure effective communication. To achieve these goals, MSD has devised a comprehensive plan. Clear and accessible communication channels, including regular emails, newsletters, and a user-friendly website, will be used to provide updates on school events, student progress, and important information. MSD will hold parent engagement events such as workshops, seminars, and parent-teacher conferences to actively involve parents in their child's education. These events will offer insights into curriculum, teaching methods, and strategies for supporting learning at home. Collaborative decision-making processes will involve parents and stakeholders via EESAC and the PSTO. This collaborative approach ensures that diverse perspectives are considered in shaping the school's policies and programs. Family outreach initiatives will target families who may face barriers to engagement. This may involve providing resources, assistance with language barriers, and support for parents who are less familiar with the educational system. The school will encourage parents and community members to volunteer in various capacities, fostering a sense of ownership and engagement in the school's success. Regular student showcases, performances, and exhibitions will be organized and showcased on social media to involve families in celebrating students' achievements and fostering a sense of pride in the school community.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

MSD intends to enhance the academic program through a multi-faceted approach. Firstly, MSD implements the Cambridge International Program which is an innovative and accelerated method of academic study. It is a global model for academic excellence through rigorous standards and high expectations. It emphasizes critical thinking skills as well as inquiry-based learning, problem-solving, hands-on experiences, interdisciplinary projects, and real-world applications. It measures student progress based on international benchmarks. While presenting a global focus, it promotes cultural sensitivity. Classes engage in Global Challenges where they study an issue from the personal, local, and global perspective. To increase the amount and quality of learning time, MSD plans to provide Title III tutoring, enabling students to engage in interactive activities and small group instruction. To provide an enriched and accelerated curriculum, the school will offer technology tailored to challenge students and allow them to delve deeper into their areas of interest. Regular assessments and personalized learning plans will be implemented to track students' progress and provide targeted support where needed, ensuring that every student is appropriately challenged and guided in their academic journey.

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 development of Schoolwide Program Plan (SWP) involves coordination and integration with various Federal, State, and local services, resources, and programs to create a comprehensive and effective

educational strategy. This ensures that the school plan aligns with the Every Student Succeeds Act (ESSA) guidelines and maximizes the benefits for students. This coordination includes programs supported under ESSA, such as academic support and accountability measures, as well as other programs like violence prevention initiatives, nutrition programs, and Head Start programs. By integrating these services and resources, the school plan aims to create a holistic approach to education that addresses students' academic, social, emotional, and physical needs.

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))

MSD employs a holistic approach to support students' well-being and skill development beyond academics. The school provides on-site counseling services staffed by trained professionals to address the unique emotional and psychological needs of immigrant students. These services aim to help students cope with challenges, trauma, and acculturation stress. Recognizing that many recently arrived immigrant students may have diverse learning needs, MSD offers specialized support services including English Language Learner (ELL) instruction, targeted interventions for language acquisition, and additional assistance for students with learning disabilities. Recognizing the importance of involving families in students' education, the school conducts outreach initiatives targeting parents. These initiatives provide information about available support services, offer workshops on navigating the educational system, and facilitate parent-teacher communication. MSD fosters an inclusive environment that celebrates the cultural diversity of its students. It promotes cultural sensitivity training for staff and implements activities that acknowledge and honor the various backgrounds of its students. Partnerships with local community organizations, nonprofits, and mental health agencies are formed to expand the range of support services available to students and families. These partnerships may offer additional counseling resources, enrichment programs, and family support services. After-school programs are offered that focus on building students' skills and interests outside of traditional academics. These programs may include art, sports, music, and other activities that promote social interaction, creativity, and self-confidence. By integrating counseling, mental health services, specialized support, mentoring, and other comprehensive strategies, MSD aims to improve students' skills beyond academic subject areas, fostering a supportive environment that promotes their holistic development and successful integration into their new community.

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))

Not Applicable

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).

MSD employs a schoolwide tiered model to effectively prevent and address problem behavior, while also providing early intervening services that align with activities under the Individuals with Disabilities Education Act (IDEA) and ESSA 1114(b)(7)(iii)(III). This approach is designed to create a positive and supportive learning environment for all students, including those at risk of behavioral challenges. At the foundational level, the school establishes a positive and proactive school climate by implementing

schoolwide positive behavior supports. This includes creating clear behavioral expectations, providing consistent reinforcement of positive behaviors, and teaching social and emotional skills to all students. For students who require additional support, the school identifies and provides targeted interventions. This may involve small group interventions, mentoring programs, counseling services, and social skills training. Data-driven decision-making guides the selection of appropriate interventions for students demonstrating mild to moderate behavioral challenges. Students who require intensive support due to significant behavioral challenges receive individualized interventions. This may include more frequent counseling sessions, behavior intervention plans (BIPs), and collaboration with external agencies if necessary. Parents and families are actively involved in the behavior support process. Regular communication, workshops, and resources are provided to empower parents in reinforcing positive behaviors at home.

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))

MSD provides ongoing professional development workshops and training sessions for teachers to improve their instructional practices. Topics include effective teaching strategies, differentiation, culturally responsive teaching, and integrating technology into the curriculum. Teachers are trained to analyze data from academic assessments to identify student strengths, areas needing improvement, and instructional gaps. This enables teachers to tailor their teaching strategies to meet individual student needs more effectively. The school fosters collaborative data teams where teachers come together to review assessment data, share insights, and collaboratively plan interventions and instructional adjustments based on student performance trends. Teachers are encouraged to use formative assessment techniques to gauge student understanding throughout the learning process. This helps teachers adapt instruction in real-time and address misconceptions promptly. Professional development includes sessions on data literacy, enabling teachers to interpret and utilize assessment results effectively. This empowers them to make informed decisions for student improvement. Paraprofessionals are provided with training to effectively support classroom instruction, including working with students who need additional assistance or have specific learning needs. The school acknowledges and celebrates the accomplishments of effective teachers through recognition programs, awards, and opportunities for professional growth.

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))

MSD establishes collaborative planning between preschool and elementary school staff to ensure alignment of curriculum, teaching practices, and expectations. Regular meetings and communication help bridge the gap between the two levels of education. Orientation sessions are conducted for both children and their parents before the transition. These sessions provide information about the elementary school environment, routines, and expectations, helping to alleviate anxiety. Preschool children are offered opportunities to visit the elementary school before starting, enabling them to become familiar with the new setting, teachers, and classmates. Parents and preschool educators share important information about each child's developmental progress, learning styles, and any special needs with the elementary school staff. This enables teachers to tailor their approach to meet individual needs. The school involves families in the transition process by organizing workshops, informational sessions, and open houses. These opportunities allow parents to ask questions and address concerns. Assessment tools and practices are consistent across both early childhood education and elementary school programs, allowing for a seamless understanding of students' progress.