Henry M. Flagler Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Henry M. Flagler Elementary School

5222 NW 1ST ST, Miami, FL 33126

http://hmf.dadeschools.net/default.aspx

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide technologically enhanced educational opportunities, along with the delivery of research-based curriculum, to empower our learner's academic achievement and promote excellence. As independent, lifelong learners, our students will be well prepared to serve as responsible, productive citizens of the 21st century. Henry M. Flagler Elementary School holds the following beliefs as the motivation for all endeavors: dedication to high quality service, core skills instruction, digital fluency, applied data, and promoting school culture through partnerships and communications. We believe that our school is a place of realized potential and that our responsibility is to our students, to our employees and to the community that we serve.

Provide the school's vision statement.

Henry M. Flagler Elementary honors the diversity of our community by working as a team to ensure the educational success of all our students, and recognize that our obligations go beyond our professional responsibilities. We strive to meet individual needs by being cognizant of diverse cultural backgrounds and personal experiences. Henry M. Flagler is your child's destination to academic success, life-long learning, and global awareness.

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
Lamazares, Zulema	Principal	Creates and implements a shared school vision. Nurtures and maintains a school culture that promotes a rigorous instructional program that is conducive to learning and staff development. Ensures that the daily management of daily staff operations produce and result in a safe and effective learning environment that aligns with the school's grade goals and vision.
Lacamoire, Maria	Teacher, ESE	Assists in developing Individual Education Plans for all ESE students and work with classroom teachers to implement plans. Participates in Instructional Leadership Team Meetings and contributes productively to the school as a whole.
Fernandez, Marilyn	Instructional Coach	Facilitates the collection and analysis of data, interprets, and uses it to guide teachers in making instructional decisions that impact reading achievement, models best practices in reading. Assists with the school's assessment procedures, training, data collection and collaborates to ensure that the school-wide reading focus and goals are achieved.
Otero, Adriana	Instructional Coach	Works with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions. Guides teachers to collect and analyze data and develop action plans in response to determined student needs. Provides individualized, classroom-based support to ensure implementation of District Math and Science comprehensive program, including the modeling of best teaching practices.
Piloto, Isis	Assistant Principal	Facilitates the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, monitors implementation of intervention support and documentation, and communicates with parents. Assists with scheduling; implementation of goals and selection of instructional materials; analyzes test data; determines ways to improve instruction and student goals and provides support in order to achieve the school's goal.

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.

Engaging stakeholders entails deliberate and strategic planning in order to identify and involve people who are directly responsible for the outcome of the plan. During each phase of the SIP effective stakeholder engagement will be utilized during data chats, Leadership Team meetings, and faculty meetings to encourage communication, listening and collaboration as goals are set and revised. All

stakeholders will be encouraged to play an active role in identifying, voicing, setting and revising goals based on needs and ongoing progress monitoring, that will lead to the successful outcome of our plan.

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))

Effective implementation of the SIP will be monitored through ongoing checkpoints that measure the impact of strategies towards the attainment of our outlined goal. Classroom walk throughs will create create additional checkpoints that ensure fidelity of plan implementation and that said tasks are being executed as described. Points of progress will be identified throughout the year during data chats and collaborative planning sessions so that goals maybe adjusted and revised. In addition, students with the greatest achievement gaps will be prioritized based on data driven needs to mitigate loss as we close the achievement gap. Regular performance monitoring to track progress will ensure continuous improvement as we create and adjust student groups and goals as we evaluate the plan based on targets.

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	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 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	13	14	8	8	7	0	0	0	50
One or more suspensions	0	0	0	0	0	0	0	2	0	2
Course failure in English Language Arts (ELA)	0	1	7	10	3	4	0	0	0	25
Course failure in Math	0	4	9	7	4	5	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	8	24	25	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	5	19	32	0	0	0	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	14	29	30	30	0	0	0	107

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	5	10	10	17	26	0	0	0	68

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	7	9	8	1	1	0	0	0	26
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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	24	22	11	16	12	17	0	0	0	102
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	12	11	8	7	0	0	0	40
Course failure in Math	0	9	12	6	8	9	0	0	0	44
Level 1 on statewide ELA assessment	0	0	0	11	21	28	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	5	16	30	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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	6	7	12	13	14	25	0	0	0	77

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	15	9	11	11	0	0	0	0	0	46
Students retained two or more times	0	0	0	1	0	0	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	24	22	11	16	12	17	0	0	0	102
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	12	11	8	7	0	0	0	40
Course failure in Math	0	9	12	6	8	9	0	0	0	44
Level 1 on statewide ELA assessment	0	0	0	11	21	28	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	5	16	30	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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	6	7	12	13	14	25	0	0	0	77

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	15	9	11	11	0	0	0	0	0	46
Students retained two or more times	0	0	0	1	0	0	0	0	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*	57	60	53	59	62	56	59		
ELA Learning Gains				64			51		
ELA Lowest 25th Percentile				41			50		
Math Achievement*	59	66	59	52	58	50	42		
Math Learning Gains				59			23		
Math Lowest 25th Percentile				63			8		
Science Achievement*	51	58	54	51	64	59	39		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	53	63	59	61			51		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	450
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	27	Yes	2	2
ELL	53			
AMI				
ASN				
BLK				
HSP	56			
MUL				
PAC				
WHT				
FRL	55			

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	31	Yes	1	1
ELL	55			
AMI				
ASN				
BLK				
HSP	56			
MUL				
PAC				
WHT				
FRL	56			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
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	57			59			51					53
SWD	26			26			18				5	37
ELL	53			57			45				5	53
AMI												
ASN												
BLK												
HSP	57			59			52				5	54
MUL												
PAC												
WHT												
FRL	56			59			53				5	51

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	59	64	41	52	59	63	51					61
SWD	15	29	21	21	43	50						41
ELL	55	64	45	52	59	58	43					61
AMI												
ASN												
BLK												
HSP	60	65	41	52	58	63	50					61
MUL												
PAC												
WHT												
FRL	59	64	44	51	58	63	47					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	59	51	50	42	23	8	39					51
SWD	28	29		13	0		13					38
ELL	58	56	48	42	25	10	38					51
AMI												
ASN												
BLK												
HSP	59	51	50	42	23	8	39					51
MUL												
PAC												
WHT												
FRL	58	50	50	41	21	5	36					51

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	56%	-12%	54%	-10%
04	2023 - Spring	39%	58%	-19%	58%	-19%
03	2023 - Spring	43%	52%	-9%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	63%	-2%	59%	2%
04	2023 - Spring	53%	64%	-11%	61%	-8%
05	2023 - Spring	43%	58%	-15%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	50%	-15%	51%	-16%

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.

Current Progress Monitoring data derived from the FAST PM3, indicates that in ELA, Rising 5th grade students obtained a 64% proficiency rate compared to 75% in 2022, resulting in an 11 percentage point decrease. In Science we maintained a proficiency rate of 51% for both 2022 and 2023 on the Statewide Science Assessment. The influx of newcomers to our school lied heavily in 5th grade , resulting in these two areas falling short as compared to the other grade levels. Teachers were receiving new students on a weekly basis affecting their instructional time as they assisted students in the acclimation process of developing linguistic skills, adapting and integrating to the new culture. In addition, it is noted that the rigor required for 5th grade students in the Reading test requires an abundance of vocabulary and language mastery required to effectively answer assessment questions.

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

Current AP2 i-Ready data indicates that the greatest decline from the prior year was in rising 5th grade Math. A comparison of data in 2021-2022 indicates that 5th grade decreased 19 percentage points from 57% proficiency in 2021-2022 to compared to 38%. Contributing factors that resulted in this area of lower

performance was the influx of newcomers to fifth grade and the amount of language support and vocabulary needed to solve and compute mathematical problems.

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.

Current data derived from FLFAST, indicates that the greatest gap in Progress Monitoring 3 when compared to the state was in 5th grade. A comparison of data reveals that in ELA the state's proficiency rate was 55% compared to 47% for our school indicating an 8 percentage point difference. In Math, the state's proficiency rate is 55% compared to 42% for our school indicating a 13 percentage point difference. Analysis of various data points shows that fifth grade has consistent pattern of lower performance as compared to the rest of the tested and accountable grades. Contributing factors to this decline were the migration of students to our school with limited or no formal education in their native countries, as well as little to no English Proficiency skills.

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

The data components that showed the most improvement were in 3rd grade for both ELA and Math. This grade level increased in ELA from 54% in 2021-2022 to 64% in 2022-2023 indicating a 10% increase. In Math 3rd grade increased from 63% in 2021-2022 to 98% in 2022-2023 indicating a 35% increase. In addition 4th grade Math increased from 52% in 2021-2022 to 84% in 2022-2023 indicating a 32% increase. New actions that contributed to this improvement was the addition of an extra Academic Math Coach who was solely dedicated to providing interventions to the low performing and bubble students. In addition, continued IA services were provided and a funded Reading Interventionist provided explicit instruction to targeted third grade students.

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

Current EWS data derived from Power BI, indicates that 7% of students in third, fourth, and fifth grade demonstrate attendance below 90%. This is a potential area of concern as attendance directly impacts learning and academic progress as we attempt to mitigate learning loss.

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

Small Group Instruction (DI)
Student Attendance
Science
Coaching

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

#1. 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.

Based on the student climate survey data derived from Power BI, we will implement the Targeted Element of Student Attendance. Results indicate that 63% of the students like coming to school compared to 63% in 2022, demonstrating the need to change this maintained mindset and behavior as it effects attendance and academic achievement. In addition, EWS data also reveals that 7% of the students in third, fourth, and fifth grades have attendance below 90%. Students who have inconsistent attendance struggle to make learning gains and score proficiency, as a result, attendance incentives will ensure positive mindsets towards school and consistent attendance of all learners.

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 Targeted Element of Student Attendance, then our students will receive small group quality instruction that will lead to learner progress and improved proficiency outcomes as evidenced by a comparison of PM1 and PM3 on the 2023-2024 F.A.S.T Progress Monitoring Assessment. Consistent incentives and rewards of daily classroom attendance will increase our daily attendance percentage rates by 7 percentage points by June 2024.

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

The SLT will identify and meet with those students who struggle with attendance to identify the root cause, the school counselor will work with families to provide support and/or services that can assist families in solving these truancy issues. Regular and consistent incentives and rewards will promote a positive environment that is conducive to learning and promotes consistent student attendance. Classroom teachers will also track and
communicate with families to ensure that students and/or family members who may be ill connect virtually and have access to on-demand lessons so that the flow of instruction is seamless and uninterrupted as it pertains to the school's goal and our desired outcome.

Person responsible for monitoring outcome:

Zulema Lamazares (pr1881@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 Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives will be utilized to reward and recognize the effort our students and families put forth in coming to school. Student absences will be strategically monitored on a weekly basis to prevent a pattern of excessive absences as well as to provide immediate support in getting those students to attend school.

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

The targeted evidenced based strategy of attendance initiatives was selected in order to further build a relationship between home and school as well as to stress the importance of how coming to school each day impacts learning. Attendance initiatives will assist the SLT to reward, track and develop a plan of action to decrease absences as they track weekly attendance logs.

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.

Attendance will be monitored on a daily basis by teachers and on a weekly basis by the at school's CIS, in order to identify truant students who are displaying a truant trend. Appropriate action will then be taken to ensure that parents are notified and a plan of action to support attendance is taking place. As a result, daily monitoring of attendance will serve to identify trends and offer support in an effort to increase our attendance rates.

Person Responsible: Zulema Lamazares (pr1881@dadeschools.net)

By When: October 13, 2023

Monitor attendance reports and chart students who come to school daily, Identified students will be rewarded with incentives from Administration. This celebration of their educational dedication and commitment, will result in academic progress towards the school's goal.

Person Responsible: Zulema Lamazares (pr1881@dadeschools.net)

By When: October 13, 2023

The SLT will conduct daily "Who's Here?" As a result, randomly selected students who are in attendance will receive a small incentive as a reward for coming to school and being an "educational soldier." As a result, these random drawings will motivate all learners to come to school on a daily basis, increasing our attendance rates.

Person Responsible: Zulema Lamazares (pr1881@dadeschools.net)

By When: October 13, 2023

#2. ESSA Subgroup specifically relating to Students with Disabilities

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

Based on a review of performance data on the 2023 state assessments derived from Power BI, we will implement the Targeted Element of Differentiated Instruction. Results indicate that proficiency levels of the SWD subgroup was 19% in the F.A.S.T PM3 ELA assessment, and in Math it decreased by 2 percentage points from 10% in 2021 to 8% in 2022, demonstrating the need to methodically target skills for the SWD subgroup during small group differentiated instruction. Based on our findings we will utilize data to scaffold grade-level small group instruction in order to increase academic progress and the percent of SWD students meeting high 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 practice of Differentiated Instruction, then the learning gains of our SWD students will increase at least 10 percentage as evidenced by a comparison of PM1 and PM3 on the 2023-2024 F.A.S.T. Progress Monitoring Assessment.

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

This area of focus will be continuously monitored by utilizing District assessments to ensure that intervention groups are flexible and adjusted according to student academic needs and progress. Current real time data will be utilized during monthly data chats with the School Leadership Team to determine and track academic progress. Instructional Coaches will ensure that lesson plans reflect small group targeted skills specifically for the SWD students. Classroom walkthroughs will monitor that deliberate and targeted data driven interventions are being delivered. Ongoing progress monitoring will be utilized to track student progress and adjust instruction and provide remediation as needed. Extended learning opportunities will be offered to those students who are still struggling or not making adequate progress in order to close the learning gap and mitigate learning loss.

Person responsible for monitoring outcome:

Zulema Lamazares (pr1881@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 Differentiated Instruction, our school will focus on Data-Driven Instruction. Current real time data will be utilized during monthly data chats with the School Leadership Team. Instructional coaches will ensure that lesson plans reflect small group targeted skills specifically for the SWD students. Classroom walkthroughs will ensure deliberate instruction is taking place.

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

The targeted evidenced-based strategy of data driven instruction was selected in order to ensure that the consistent use of ongoing progress monitoring data during small group instruction will further assist and accelerate the learning gains of the SWD subgroup. This strategic and deliberate approach will meet the needs of the students' as evidenced by the data increases that will be reflected in the school wide data and in the students' individual growth trackers.

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 grade level/department Planning sessions on a weekly basis to ensure collaboration, effective use of resources, and preparation of data-driven lessons. As a result, data charts and classroom walk throughs will ensure that targeted instruction is being provided to meet the diverse needs of all students, specifically the most fragile SWD subgroup.

Person Responsible: Zulema Lamazares (pr1881@dadeschools.net)

By When: October 13, 2023

Facilitate grade level data chats after the completion of each Progress Monitoring assessment creating opportunities to analyze data, improve instruction, identify next steps and implement instructional decisions to impact student learning. On-going progress monitoring will serve as evidence to the effectiveness of instruction and intervention resulting in improved student outcomes and learner progress.

Person Responsible: Zulema Lamazares (pr1881@dadeschools.net)

By When: October 13, 2023

Provide remediation during small group instruction utilizing effective curriculum resources as well as the Gradual Release Model to scaffold instruction. As a result, this explicit support will ensure that our most fragile students and SWD subgroup make academic progress, as we close the learning gap and foster independent learners.

Person Responsible: Zulema Lamazares (pr1881@dadeschools.net)

By When: October 13, 2023

Utilize on-going assessment data to develop Instructional Focus Calendars that target specific standards during instruction, resulting in a systemic approach of informing teachers what standards need to be delivered during instruction that will enhance student performance based on data outcomes.

Person Responsible: Zulema Lamazares (pr1881@dadeschools.net)

By When: October 13, 2023

#3. Instructional Practice specifically relating to Coaching

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

According to the 2023 FAST PM3 data, 47% of our rising 5th grade students were proficient in ELA as compared to the state average of 55% and in Math 42% were proficient compared to the state average of 55%. Based on the data and the identified contributing factors of: high numbers of Level 1 and 2 ESOL students, and SWD subgroup which impact readiness and limit abilities to master grade level tasks. As a result, we will implement the Targeted Element of Coaching so that lesson plans set high expectations and rigorous instruction.

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 practice of Coaching, then the number of students achieving proficiency will increase at least 10 percentage as evidenced by a comparison of PM1 and PM3 on the 2023-2024 F.A.S.T. Progress Monitoring Assessment

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

The Leadership Team will conduct pre and post observation meetings to establish a collaborative and supportive relationship with the teacher. During these scheduled meetings instructional goals and clear expectations will be set. specific to learner progress and academic improvement ensures quality instruction and engagement. Student work products will also be reviewed in order to discuss any concerns or challenges from prior lessons so that quality instruction and student engagement improves learning and intended outcomes.

Person responsible for monitoring outcome:
Zulema Lamazares (pr1881@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 Instructional Coaching, our school will focus on the Evidence-based strategy of Interactive Learning. Interactive Learning will assist with building metacognition as well as engaging students so that they interact and become active participants in their learning. Data collection and interactive notebooks will be monitored to ensure that analytical thinking and questioning, creativity and planned rigor of instruction is being delivered .

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

The targeted evidenced-based strategy of interactive learning environment was selected in order to ensure that students interact with technology/visual aids to solve problems, carry out a task or achieve a goal through an interactive environment that stimulates critical thinking and creativity. This analytical and cognitive approach will develop and stimulate learner engagement as academic data improvements will be tracked and made.

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.

Instructional Coaches will schedule pre-observation meetings with teachers to discuss the goals and purpose of the coaching cycle, resulting in an improved and supportive relationship between coach and teacher as clear expectations for instruction are set.

Person Responsible: Zulema Lamazares (pr1881@dadeschools.net)

By When: October 13, 2023

Instructional Coaches will ensure that effective and interactive lessons are being planned and delivered, resulting in improved student engagement as lessons are observed during the coaching cycle.

Person Responsible: Zulema Lamazares (pr1881@dadeschools.net)

By When: October 13, 2023

Utilize relevant data to provide Professional Development for teachers on the effective implementation of scaffolding, resulting in teachers identifying and utilizing resources that promote explicit and scaffolded instruction leading to improved academic success.

Person Responsible: Zulema Lamazares (pr1881@dadeschools.net)

By When: October 13, 2023 .

Instructional Coaches will schedule post-observation meetings, to debrief findings and collaboratively identify needed areas of growth, resulting in practical strategies that utilize resources tailored to each teacher's indivdual student needs and goals.

Person Responsible: Zulema Lamazares (pr1881@dadeschools.net)

By When: October 13, 2023

#4. Instructional Practice specifically relating to Science

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

Based on a review of performance data on the 2023 NGSSS Statewide Science Assessment derived from Power BI, we will implement the targeted element of small group instruction. A comparison of data indicates that we maintained a proficiency score of 51% as compared to the prior year, indicating the need to increase science proficiency scores during small group instruction. Based on our findings we will utilize data to scaffold grade-level instruction in order to increase science proficiency.

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 practice of small group instruction, then the Science proficiency rate will increase at least 10 percentage points as evidenced by the 2023-2024 NGSSS Statewide Science Assessment results.

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

This areas of focus will be continuously monitored by utilizing District Topic assessments to ensure that small group instruction is effectively meeting student academic needs and progress. Weekly grade-level collaborative planning with Math/Science Instructional Coach will utilize pacing guides and labs to include usage of interactive notebooks for all students. Classroom walkthroughs will monitor that deliberate Science academic vocabulary, lessons and labs are being taught and delivered as evidenced by notes and journaling of responses, predictions and outcomes of findings in Science Interactive Notebooks.

Person responsible for monitoring outcome:

Zulema Lamazares (pr1881@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 Small Group instruction, our school will focus on interactive notebooks. Effective inquiries will be utilized during small group instruction to ensure that students systematically organize notebooks to synthesize thoughts, reflect on science concepts learned and build a portfolio of academic vocabulary needed to improve the academic outcomes for all learners.

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

The targeted evidenced-based strategy of interactive notebooks was selected in order to ensure that the consistent use of organizing, journaling and synthesizing thoughts and information. Small group instruction will further assist reflections of what was learned as students build a portfolio that allows teachers to track growth over time and improve science proficiency scores. This strategic and deliberate research based approach will meet the needs of students' as evidenced by District Science Topic assessment data.

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.

Utilize Pacing Guides during collaborative planning session to organize set up a cohesive set up of interactive Notebooks. As a result, strategic planning and notebook set up will ensure that all notebooks are aligned with the intent of NGSS standards.

Person Responsible: Zulema Lamazares (pr1881@dadeschools.net)

By When: October 13, 2023

During collaborative planning sessions instructional coach will continue to ensure that instruction is aligned to the level of targets being addressed in each Science lesson and that academic questions support the scale of cognitive complexity needed to reach standards-aligned goals.

Person Responsible: Adriana Otero (adrianaotero@dadeschools.net)

By When: October 13, 2023

During collaborative planning sessions instructional coach will ensure that graphic organizers are utilized in order to scaffold instruction, resulting in student independence and improved learning.

Person Responsible: Adriana Otero (adrianaotero@dadeschools.net)

By When: October 13, 2023

Instructional coach will facilitate and model metacognitive questioning strategies, resulting in improved learning as students record self-reflective activities, questions and labs to create a deeper understanding of content and material.

Person Responsible: Adriana Otero (adrianaotero@dadeschools.net)

By When: October 13, 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).

Funding allocations will be reviewed during our ESSAC meetings to ensure that incentive resources for attendance and interactive notebooks are funded based on need. In addition, necessary funding resources for interventionists will also be reviewed so that tiered intervention is provided to all targeted students based on data and need.

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 2022-2023 STAR data results derived from FLDOE, 50% of the Second grade students scored below the 40th percentile in Reading indicating the need to improve instruction by focusing on explicit vocabulary instruction as it directly impacts comprehension and academic achievement.

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

According to the 2022-2023 F.A.S.T Progress Monitoring 3 data results derived from FLDOE, 53% of third grade students and 55% of fourth grade students scored below a level 3 and are not on track to score a Level 3 on the statewide, standardized ELA assessment. In addition, 39% of our fourth grade students and 23% of our fifth grade students scored a Level 1 in the Reading Across Genres and Vocabulary reporting category, indicating the need to provide rigorous, targeted and standards based instruction that supports explicit vocabulary instruction.

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

- ◦ Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of Academic Vocabulary Instruction, an additional 10% of the K-2 student population will score at grade level or above in area of ELA on the 2023-2024 STAR Assessment.

Grades 3-5 Measurable Outcomes

With the implementation of Academic Vocabulary Instruction, an additional 10% of the 3-5 student population will score at grade level or above in area of Reading Across Genres and Vocabulary on the on the 2023-2024 F.A.S.T PM3 Assessment.

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.

The Leadership Team will conduct quarterly data chats, adjust groups based on current real time data, and
follow-up with regular walkthroughs to ensure that vocabulary instruction is both standards aligned and data driven. Instructional Coaches will ensure bi-weekly lesson plans reflect explicit instruction aligned to vocabulary. Ongoing data monitoring will be analyzed during leadership team meetings to ensure students are demonstrating growth. Extended learning opportunities will be provided to identified students who are one or more grade levels below on each administration of both iReady and F.A.S.T. Assessments to ensure academic growth and progress.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Lamazares, Zulema, pr1881@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?

Within the targeted element of ELA , our school will focus on the evidence-based strategy of Explicit Academic Vocabulary Instruction that is aligned with before, during and after reading strategies. Differentiation will assist in accelerating student understanding of contextual processing as it relates to utilizing context clues to determine the meaning of new and unfamiliar words embedded in the text. In addition, ongoing data monitoring based on bi-weekly assessments will be used to drive instruction, update data trackers and drive instructional planning as it relates to next steps.

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?

Explicit Vocabulary Instruction aligned with standards and differentiated instruction, will ensure that teachers are
strategically using data to plan lessons that are tailored to student needs. Ongoing data monitoring will also allow teachers to continually make adjustments to instruction as needed. In addition, scaffolded instructional strategies using the GRRM (Gradual Release of Responsibility Model) will support students in learning how to use context clues when identifying vocabulary within a text.

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
During collaborative planning teachers will effectively utilize visual aids and/or anchor charts that explicitly showcase context clues techniques. As a result, students will be able to improve their vocabulary as they strategically identify key words that signal the meaning of the unfamiliar words as it impacts meaning.	Lamazares, Zulema, pr1881@dadeschools.net
During the Coaching cycle the instructional coach will ensure that explicit and direct explanation of vocabulary strategies are being delivered during both Tier 1 and Tier 2 /3 small group instruction, resulting in guided practice with the gradual release of responsibility as students gain independence using the strategies.	Lamazares, Zulema, pr1881@dadeschools.net
The Leadership team will conduct focused walkthroughs to ensure teaching techniques align with the GRRM. As a result, immediate feedback will enable teachers will be able to determine if students are moving towards instructional independence.	Lamazares, Zulema, pr1881@dadeschools.net
During collaborative planning teachers will utilize the gradual release of responsibility model provide verbal explanations of the thinking processes associated with strategy steps. As a result, students will actively engage in collaborative conversations as they independently try strategies to improve vocabulary and comprehension.	Lamazares, Zulema, pr1881@dadeschools.net

Title I Requirements

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

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

The School Improvement Plan will be shared to all Stakeholders in both English and Spanish on our school's webpage. In addition, the School Improvement Plan is discussed and updated at every Educational Excellence School Advisory Council (EESAC), Leadership and Faculty meeting so that input from stakeholders solicited and progress is reviewed.

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))

In order to fulfill our school's mission and to support families and community stakeholders we have established a Parent Resource room which provides information to parents and students in need of additional resources and services and/or backpacks and school supplies for any incoming family that may need one. Furthermore, our Community Involvement Specialist (CSI) provides training to parents on how to utilize the parent portal to access student academic information as well as testing information and scores. In addition, we have a Parent Academy, City of Miami Families First, and host a monthly Second Cup of Coffee as we attempt to assist parents and involve them as a valuable stakeholder in their child's educational path.

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

In order to strengthen our academic programs, we plan to increase enrichment with extra-curricular clubs ,such as STEAM and Robotics. In addition, special area teachers will be providing support in language arts and mathematics by pushing in or pulling out targeted students for enrichment. We are providing all K to 5th grade students with both enrichment and remediation opportunities in the core subject areas of ELA and Mathematics. This is reflected in our areas of focus as we enhance our academic foundational skills which will result in stronger academic achievements in the upper grades.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The plan is developed with accordance through our Project-Up Start Liaison to support our families in transitioning into housing accommodations.

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))

Our School Guidance Counselor services our students in individual and group settings. Our School Psychologist assists with tiered behavioral support. The Student Services Team provides monthly grade level counseling sessions on various topics. In addition, we partner with community agencies to enhance students' social emotional learning.

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 students participate in extra curricular programs and clubs, such as the school broadcasting crew, STEAM, Robotics, Music, and Art Club. These programs broaden the students' awareness and opportunities of different fields of study and workforce. Annual participation in the Resource Fair also allows for students to select Middle school electives, courses and tracks that reflect future choices and career opportunities.

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).

Student assemblies are held early in the school year by our Student Services Team to disseminate the Code of Student Conduct and to discuss appropriate and inappropriate behaviors and their consequences and rewards. In addition, we have a schoolwide tiered model to prevent and address problem behaviors that is facilitated by our MTSS Coordinator and School Psychologist. The focus and goal of this team is to provide early prevention and intervention of problem behaviors in a proactive manner. Instructional staff will be trained by the coordinator as a means to provide additional support in early prevention and intervention of problem behaviors. This strategic process will ensure that early detection curtails inappropriate behaviors that affect academic achievement and progress as we strive to meet our school's goal.

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

Our new teachers are mentored by veteran instructors, preferably in the subject/content area to offer support and guidance. We hold monthly Professional Development sessions on a variety of topics, targeting the core subjects. Administration and Instructional Coaches hold Monthly Data Chats with grade levels to ensure fidelity to instructional programs and disaggregating data. Instructional Coaches collaborate and facilitate as needed for additional support.

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))

Families of preschool students are informed through school messenger calls, email messages and flyers regarding our VPK and Pre-K Programs .In addition, a Parent Orientation meeting is held during the summer to provide an extensive overview of our program. Our school registration team visits local daycare facilities to disseminate information regarding our school and provide a smooth transition for the children that will future into our school.

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: Positive Culture and Environment: Other	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
3	III.B.	Area of Focus: Instructional Practice: Coaching	$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	$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