

Miami-Dade County Public Schools

Flamingo Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	25
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	30

Flamingo Elementary School

701 E 33RD ST, Hialeah, FL 33013

<http://flamingo.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.

We uphold high standards and expectations so that each student is challenged to reach his or her potential.

Provide the school's vision statement.

We are committed to provide our students with a meaningful education for a promising future.

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
Sotolongo, Ileana	Principal	Ensure commitment to the implementation and documentation of the SIP, instructional practices, and the various tiers of interventions, the allocation of resources, and communication with all stakeholders.
Rodriguez, Rita	Assistant Principal	Facilitate data collection and analysis, provide professional development to teachers, and support the implementation of various tiers of interventions and SIP strategies.
Diaz, Elli	School Counselor	Facilitate development of behavior intervention plans and collaborate with Student Services personnel to provide support for intervention fidelity and documentation, and facilitate data-based decision making. As Mindfulness champion, facilitate activities and strategies for both staff and students to cultivate a positive and motivating school culture and environment.
Rodriguez, Marleen	ELL Compliance Specialist	Provide professional development sessions to teachers, and support the implementation of the LEP plans for English Language Learners, and the implementation of the intervention plans and SIP strategies.
Rodriguez, Susan	SAC Member	Ensure fidelity of implementation and documentation of the SIP, ensure adherence to timelines, and facilitate communication with other SAC members. As Grade 4 Chairperson, manage grade level team in a manner that promotes positive relationships and collaboration. Oversee the communication of grade level and schoolwide events to grade level staff, students and their parents.
Sanchez, Elmo	Teacher, K-12	As Grade 5 Chairperson, manage grade level team in a manner that promotes positive relationships and collaboration and ensures implementation of SIP strategies, activities and schoolwide initiatives. Oversee the communication of grade level and schoolwide events to grade level staff, students and their parents.
Dominguez, Ela	Teacher, K-12	As Grade 3 Chairperson, manage grade level team in a manner that promotes positive relationships and collaboration and ensures implementation of SIP strategies, activities and schoolwide initiatives. Oversee the communication of grade level and schoolwide events to grade level staff, students and their parents.
Fuste, Monica	Teacher, K-12	As Grade 2 Chairperson, manage grade level team in a manner that promotes positive relationships and collaboration and ensures implementation of SIP strategies, activities and schoolwide initiatives. Oversee

Name	Position Title	Job Duties and Responsibilities
		the communication of grade level and schoolwide events to grade level staff, students and their parents.

Stakeholder Involvement and SIP Development

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

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

The School Leadership Team shares and discusses student academic performance, student, staff, and family School Climate Survey results with all stakeholders. Together, they identify areas in need of improvement and develop goals and quarterly action plans to implement and evaluate throughout the school year.

SIP Monitoring

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

The SIP implementation is closely monitored by the EESAC members as they review formative assessment data and evaluate progress towards achieving the school's goals. Particular attention is given to students performing below grade level and their participation in interventions, extended learning opportunities, and progress monitoring.

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	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP)

	Economically Disadvantaged Students (FRL)
<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: B
	2019-20: B
	2018-19: B
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	11	12	6	11	13	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	6	16	23	7	0	0	0	53
Course failure in Math	0	2	15	15	19	8	0	0	0	59
Level 1 on statewide ELA assessment	0	0	0	9	39	41	0	0	0	89
Level 1 on statewide Math assessment	0	0	0	6	25	40	0	0	0	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	50	91	111	85	0	0	0	347

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	11	10	35	27	0	0	0	86

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	3	9	1	0	0	0	0	16
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	9	9	15	8	6	0	0	0	56
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	10	11	18	2	0	0	0	43
Course failure in Math	0	4	9	10	17	2	0	0	0	42
Level 1 on statewide ELA assessment	0	0	0	13	5	15	0	0	0	33
Level 1 on statewide Math assessment	0	0	0	7	11	16	0	0	0	34
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	1	4	11	15	15	14	0	0	0	60

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	11	15	1	0	0	0	0	33
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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	9	9	9	15	8	6	0	0	0	56
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	10	11	18	2	0	0	0	43
Course failure in Math	0	4	9	10	17	2	0	0	0	42
Level 1 on statewide ELA assessment	0	0	0	13	5	15	0	0	0	33
Level 1 on statewide Math assessment	0	0	0	7	11	16	0	0	0	34
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	1	4	11	15	15	14	0	0	0	60

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	11	15	1	0	0	0	0	33
Students retained two or more times	0	0	0	2	0	0	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*	66	60	53	59	62	56	55		
ELA Learning Gains				66			46		
ELA Lowest 25th Percentile				53			33		
Math Achievement*	62	66	59	62	58	50	40		
Math Learning Gains				72			22		
Math Lowest 25th Percentile				61			19		
Science Achievement*	45	58	54	45	64	59	32		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	62	63	59	66			49		

* 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	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	289
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	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	484
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	44			
ELL	60			
AMI				
ASN				
BLK				
HSP	58			
MUL				
PAC				
WHT				

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%
FRL	56			

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	42			
ELL	62			
AMI				
ASN				
BLK				
HSP	61			
MUL				
PAC				
WHT				
FRL	60			

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	66			62			45					62
SWD	43			37			36				4	58
ELL	67			64			50				5	62
AMI												
ASN												
BLK												
HSP	66			63			45				5	62
MUL												

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
PAC												
WHT												
FRL	63			60			45				5	61

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	66	53	62	72	61	45					66
SWD	28	26	9	40	63	70						55
ELL	58	69	60	61	75	69	38					66
AMI												
ASN												
BLK												
HSP	59	67	54	62	73	63	46					66
MUL												
PAC												
WHT												
FRL	58	67	53	60	71	63	44					67

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	55	46	33	40	22	19	32					49
SWD	7	21		14	14		0					
ELL	50	45	29	33	15	13	20					49
AMI												
ASN												
BLK												
HSP	55	45	28	41	21	12	32					49
MUL												
PAC												
WHT												
FRL	53	47	36	39	20	16	29					49

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	54%	56%	-2%	54%	0%
04	2023 - Spring	57%	58%	-1%	58%	-1%
03	2023 - Spring	43%	52%	-9%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	63%	-7%	59%	-3%
04	2023 - Spring	59%	64%	-5%	61%	-2%
05	2023 - Spring	41%	58%	-17%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	50%	-17%	51%	-18%

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.

Student performance on the 2023 Grade 5 Statewide Science Assessment indicate only 33% of all students tested achieved proficiency at or above a Level 3. Dissagragated data including only students in the accountability group, indicate 43% achieved proficiency. Even the disagragated data indicates a decrease of 2 percentage points from student performance on the 2022 Grade 5 Science administration, and is consistently below District and T1W/T2T3 schools.

One of the contributing factor was the large class size and a class composition that included both Non-ESOL students and new commers. Towards the end of the school year the 3 Grade 5 classes had 25-34 students each, even after schedule changes made in the Spring.

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

Student performance on the 2023 FAST Mathematics Test indicate the greatest decline, with a decrease of 10 percentage points when compared to the performance on the 2022 administration; from 62% proficient in 2022 to 52% in 2023. Again, the regular influx of immigrants impacted the size and composition of each class. However, when data is disaggregated to include only students in the accountability group, performance is the same as the previous year, at 62% proficient.

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 number of students achieving a Level 1 on both the 2023 ELA and Math FAST PM3 indicate the greatest gap when compared to the State but not the District. The steady influx of immigrant students throughout the school year was probably higher in our community than in other communities in the District and State and affect achievement results.

Student Median Percentile on the 2023 STAR was 27 in ELA and 53 in Mathematics, 22 percentile points lower than District in ELA and 15 percentile points lower in Mathematics.

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

Course failure in both ELA and Mathematics was decreased from previous years and marks an improvement in student performance in the classroom.

i-Ready Reading Diagnostic AP3 results indicate the number of students performing one or more years below grade level and thus at risk for Tier 3 was decreased by 10 percentage points, from 31% to 21%. Conversely the percentage of students at or above grade level in Reading, green, was increased by 15 percentage points, from 30% to 45%.

i-Ready Mathematics Diagnostic AP3 results indicate the number of students performing one or more years below grade level and thus at risk for Tier 3 was decreased by 12 percentage points, from 28% to 16%. Conversely the percentage of students at or above grade level in Reading, green, was increased by 20 percentage points, from 18% to 38%.

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

Both student and staff attendance are areas of concern, in need of improvement. Student attendance for the 2022-2023 School Year increased slightly from the previous school year, from 93.54% to 93.84%. The school ranked #40 from among all 159 elementary schools. However, 65 percent of students had attendance below 90%.

Staff attendance during the 2022-2023 school year was very concerning, with 65% of teachers and staff members accruing 10.5 or more absences. Despite our concerted efforts to use our Mathematics coach and certificated staff to cover classes, it is a fact that when a teacher is out, instructional continuity suffers as so does student motivation and achievement.

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

Our highest priorities for the 2023-2024 School Year are:

- 1) Closing the gap for the alarming number of students identified with a Substantial Reading Deficiency in Reading, as this will affect their performance in the content areas as well. A part of this effort is to teach English to the increasing number of newcomers and students transferring from day care centers who also lack English reading skills.
- 2) Implementing a robust attendance incentive plan consistently to increase student and staff attendance. The plan must include rewards and incentives, as well as, attendance interventions for truant students.

3) Improving Science instruction in the primary grades in order to cover all content tested in Grade 5. Reinforcing students Science background knowledge and academic vocabulary in the lower grades will facilitate application of the concepts by the time students reach the tested grade level.

Area of Focus

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

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

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

According to the 2022-2023 Grade 5 Statewide Science Assessment, 33% of students were proficient in Science as compared to the state average of 51% and district average of 50%. Based on the data and contributing factors of: high number of level 1 and 2 ESOL students and resulting high class sizes, we will implement the Targeted Element of Benchmark-aligned Instruction.

Measurable Outcome:

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

With the implementation of the Evidenced-Based Intervention of Formative Assessment Process, at least 50% of Grade 5 students will demonstrate proficiency on the 2023-2024 Grade 5 Statewide Science Assessment administered in the Spring.

Monitoring:

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

The School Leadership Team will monitor the implementation of Formative Assessment Process during walkthroughs. Leaders will specifically look for classroom formative assessments including summaries, quick-writes, reflections, checklists, charts, graphic organizers, visual representations, and short quizzes aligned to Science content standards. Additionally, leaders will review interactive notebooks, and DI folders, and any form of debriefing protocols after Topic, Baseline and Mid-Year assessments.

Person responsible for monitoring outcome:

Ileana Sotolongo (pr1921@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 Benchmark-Aligned Instruction, our school will focus on the evidence-based strategy of Formative Assessment Process. Teachers will develop formative assessments aligned to the benchmarks being taught and require students to self-assess, reflect, and demonstrate understanding of the content being taught. Students will show evidence of mastery of the lesson objectives through their lab inquiry reports, data chat reflection protocols, and real-life connections via hands on labs and science projects.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of Formative Assessment Process will ensure teachers plan activities and particularly formative assessments aligned to the standards and customized to the needs of all students.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Introduce SIP Area of Focus and selected Targeted Element of Benchmark-Aligned instruction to address the need to improve Science instruction and proficiency.

Person Responsible: Ileana Sotolongo (pr1921@dadeschools.net)

By When: 8/14/23 Opening of Schools Meeting

Facilitate initial PD incorporating Benchmark-Aligned instruction and District resources available through Schoology Learning Management Platform.

Person Responsible: Elmo Sanchez (esanchezjr@dadeschools.net)

By When: 8/15/23 Professional Development Day

Participate in Elementary Science Meet and Greet with instructional support personnel from the Elementary Science Department to identify school needs and goals and conduct initial classroom visits.

Person Responsible: Ileana Sotolongo (pr1921@dadeschools.net)

By When: 8/28/23 Elementary Science Meet and Greet

Facilitate grade level collaborative planning meetings to particularly emphasize Benchmark-aligned instruction, assessments, and grading.

Person Responsible: Rita Rodriguez (rirodriguez@dadeschools.net)

By When: 8/31/23-9/29/23

Conduct classroom walkthroughs to monitor Standards-aligned instructional activities, assessments, and provide additional support by means of peer observations and sharing of best practices during Grade Level and Faculty meetings, and/or during PD days.

Person Responsible: Rita Rodriguez (rirodriguez@dadeschools.net)

By When: 8/31/23-9/29/23

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

According to the 2022-2023 FAST PM3 data, 52% of students in Grades 3-5 were proficient in ELA as compared to the state average of 53% and district average of 51%. Furthermore, the percentage of students in Grades 3-5 who were proficient in ELA in the 2022-2023 FAST PM3 decreased by 8 percentage points when compared to the performance on the 2021-2022 FSA administration, 60%. Based on the data and contributing factors of high number of level 1 and 2 ESOL students and resulting high class sizes, 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 Evidenced-Based Intervention of Differentiated Instruction, 55% of Grades 3-5 students will demonstrate proficiency on the 2023-2024 FAST PM3 administered in the Spring.

Monitoring:

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

The School Leadership Team will monitor the implementation of Differentiated Instruction during walkthroughs. Leaders will specifically look for

Person responsible for monitoring outcome:

Ileana Sotolongo (pr1921@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 the evidence-based strategy of Differentiated Instruction. Teachers will develop formative assessments aligned to the benchmarks being taught and require students to self-assess, reflect, and demonstrate understanding of the content being taught. Students will show evidence of mastery of the lesson objectives through their lab inquiry reports, data chat reflection protocols, and real-life connections via hands on labs and science projects.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of Differentiated Instruction will ensure teachers plan activities and particularly formative assessments aligned to the standards and customized to the needs of all students.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Introduce SIP Area of Focus and selected Targeted Element of Differentiated Instruction to address the need to improve ELA instruction and proficiency. Present State Legislative Updates including new Grade 3 ELA proficiency data element.

Person Responsible: Ileana Sotolongo (pr1921@dadeschools.net)

By When: 8/14/23 Opening of Schools Meeting

Facilitate initial PD incorporating Differentiated Instruction and District resources available through Schoology Learning Management Platform.

Person Responsible: Elmo Sanchez (esanchezjr@dadeschools.net)

By When: 8/15/23 Professional Development Day

Facilitate collaborative planning session utilizing the B.E.S.T. Standards ELA K-5 Guide and newly developed Planning Cards.

Person Responsible: Rita Rodriguez (rirodriguez@dadeschools.net)

By When: 8/31/23-9/29/23

Conduct classroom walkthroughs to monitor effective implementation of DI and provide additional support as needed by means of peer class observations and sharing of best practices during Grade Level and/or Faculty meetings.

Person Responsible: Ileana Sotolongo (pr1921@dadeschools.net)

By When: 8/31/23-9/29/23

#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.

During the 2022-2023 school year student attendance increased slightly from the previous school year, from 93.54% to 93.84%. The school ranked #40 from among all 159 elementary schools. However, 65 students had attendance below 90%.

Teacher and staff attendance was even more concerning, with 65% of teachers and staff members accruing 10.5 or more absences. Despite our concerted efforts to use our Mathematics coach and certificated staff to cover classes, it is a fact that when a teacher is out, instructional continuity suffers as so does student motivation and achievement.

Measurable Outcome:

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

If we successfully implement Celebrating Successes within our school community, the number of students with attendance below 90% will decrease by at least 50 percent; 32 students. Similarly, with the successful implementation of this strategy, the percentage of teachers and staff members accruing 10.5 or more absences will decrease by a minimum of 30 percentage points, to at least 35%.

Monitoring:

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

The School Leadership Team will provide positive reinforcement to students and teachers by celebrating successes, highlighting and recognizing attendance, class and/or schoolwide initiatives, and practices in rigorous and technology-assisted instruction, among others. Additionally, leaders will check in with team members throughout the year to identify need for boosting school spirit and staff morale and implement a comprehensive attendance incentive program.

Person responsible for monitoring outcome:

Ileana Sotolongo (pr1921@dadeschools.net)

Evidence-based Intervention:

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

The evidence-based strategy of Celebrating Successes within our school community will engage our students and teachers and increase their productivity and satisfaction by making them feel good about their progress and contributions to the school team.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Offering students individual, class, and grade level incentives and rewards for attendance, creates healthy competition and peer pressure for students to want to be present and engaged in school activities. Celebrating their progress and achievements, will boost their confidence, improve their satisfaction and boost their desire to strive for further gains.

Our teachers are afforded onsite professional development and support regularly and they have opportunities to participate in the School Advisory Council. However, we need to highlight teacher's strengths and successes and provide opportunities to listen to their input and suggestions and allow them to take on leadership roles in committees or programs to increase their morale and satisfaction and for the benefit of the school community.

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.

Review 2022-2023 student and teacher attendance data and introduce it as an area of focus for the current school year. Student and teacher attendance is paramount to our school improvement and academic success.

Person Responsible: Ileana Sotolongo (pr1921@dadeschools.net)

By When: 8/14/23 Opening of Schools Meeting

Implement schoolwide perfect attendance incentive program including monthly reward activity and trophy to one class per grade level based on most days of perfect attendance.

Person Responsible: Ileana Sotolongo (pr1921@dadeschools.net)

By When: 8/17/23-9/29/23

Maintain monthly birthday and best practices display boards in the Production Room to celebrate teachers and staff members' milestones and highlight them for implementing best practices in the classroom.

Person Responsible: Ileana Sotolongo (pr1921@dadeschools.net)

By When: 8/17/23-9/29/23

Offer opportunities for teachers to collaborate, present, and share best practices not only during grade level meetings but also during faculty and staff meetings.

Person Responsible: Elmo Sanchez (esanchezjr@dadeschools.net)

By When: 8/17/23-9/29/23

#4. Instructional Practice specifically relating to Student Engagement

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.

The school's lowest 25th and 35th percentile subgroups are comprised mainly of English Language Learners (ELL) students who lack the necessary English language skills and vocabulary to achieve proficiency on the ELA, Mathematics, and Science State assessments.

Measurable Outcome:

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

With the implementation of English Language Learners (ELL) Strategies, 50% or more of our Lowest 25th percentile students will be engaged in the lessons and make learning gains in both ELA and Mathematics in the FAST PM3 administration in the Spring of 2024.

Monitoring:

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

This area of focus will be monitored by classroom observations/walkthroughs, data chats, student work folders, formative assessment results, and student attendance.

Person responsible for monitoring outcome:

Ileana Sotolongo (pr1921@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.)

English Language Learners (ELL) Strategies will be implemented to make content accessible in print and through the use of technology to our majority ELL student population.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our large ELL population as well as our ESE students who comprise our Lowest 25th percentile students require reinforcement in academic and content area vocabulary as well as proper use of English language structure and grammar.

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.

Introduce SIP Area of Focus and selected Targeted Element of Student Engagement/ELL Strategies to address the needs of our Lowest 25th-35th percentile subgroups which are comprised of mostly ELL and ESE students. Share class rosters with teachers identifying Lowest 25th or 35th students in both ELA and Mathematics.

Person Responsible: Ileana Sotolongo (pr1921@dadeschools.net)

By When: 8/14/23 Opening of Schools Meeting

Facilitate PD incorporating technology resources, research-based CRISS strategies, cooperative learning groups, and peer teaching to make content accessible to ELL students/struggling readers.

Person Responsible: Marleen Rodriguez (mrod11@dadeschools.net)

By When: 9/25/23 Professional Development Day

Conduct classroom walkthroughs to monitor explicit academic/content vocabulary instruction, anticipating culturally unique vocabulary, to facilitate understanding and learning by ELL and ESE students.

Person Responsible: Rita Rodriguez (rirodriguez@dadeschools.net)

By When: 8/31/23-9/29/23

Conduct classroom walkthroughs to monitor the use of technology, Interactive Notebooks and implementation of CRISS strategies and peer teaching/learning to facilitate student engagement with the content and comprehension.

Person Responsible: Ileana Sotolongo (pr1921@dadeschools.net)

By When: 8/31/23-9/29/23

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

2023 FAST PM3 results indicate 60% of Grade 1 students and 61% of Grade 2 students scored below the 40th percentile on the Early Literacy or START Reading Test. As nearly 80% of students in K-2 are also English Language Learners (ESOL Levels 1-4), there is a need to develop student's knowledge of the English language structure, to explicitly teach phonics and elementary vocabulary during whole group instruction and Teacher Led Center.

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

2023 FAST PM3 results indicate 53% of Grade 3 students scored below achievement Level 3. As a result, it is critical we implement Differentiated Instruction to meet the needs of the individual students, filling any learning gaps, while implementing the grade level B.E.S.T. Standards in ELA.

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 Explicit Instruction in vocabulary and phonics, during whole group and/or Teacher

Led Center, 50% or more of Grades K-2 students will score above the 40th percentile on the Early Literacy or STAR Reading test and thus will be on track to pass the FAST PM3 administered in the Spring 2024.

Grades 3-5 Measurable Outcomes

With the implementation of Academic Vocabulary Instruction and Differentiated Instruction, 50% or more of Grades 3-5 students will achieve proficiency at Levels 3-5 on the FAST PM3 administered in the Spring 2024.

Monitoring

Monitoring

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

Explicit vocabulary and phonic instruction will be monitored by reviewing lesson plans and conducting classroom observations/walkthroughs specifically looking for the use of interactive journals, interactive word walls, visual stimuli, use of vocabulary in context, and formative assessment results. Differentiated instruction will be monitored by classroom observations/walkthroughs, data binder, student DI folders, student data trackers and assessment results.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Sotolongo, Ileana, pr1921@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?

McGraw Hill Wonders Reading Program, i-Ready software and Toolbox lessons; Horizons and Elevate Intervention Program.

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?

These programs were selected based on the ability to allow all students to acquire the necessary knowledge and skills by scaffolding instruction and providing interventions and enrichment as appropriate. These programs are standards-aligned and meet the expectations of the State.

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
Phonics skills and academic vocabulary must be taught and stressed in all content areas to develop skills in multiple aspects of the English language and literacy; ensure implementation of interactive word walls and interactive journals, as well as visual representations in the classroom.	Sotolongo, Ileana, pr1921@dadeschools.net
Implement grade level and/or schoolwide activities in Grades K-3 to support academic vocabulary acquisition, i.e., Vocabulary Parade, Word of the Day, Spelling bees, etc.	Rodriguez, Marleen, mrod11@dadeschools.net
PLST will facilitate PD to teachers on effective Reading instruction, specifically to address direct teaching of decoding, fluency, and vocabulary as precursors to reading.	Sanchez, Elmo, esanchezjr@dadeschools.net
Teachers will teach phonics deliberately for students to develop awareness of sounds, syllables, word parts, word families, and language structure while reading to the majority second language students who are not yet able to read themselves.	Rodriguez, Rita, rirodriguez@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 (SIP) is developed with input from all stakeholder groups. The School Leadership Team analyses the prior school year's School Climate Survey results from parents, students and staff, as well as academic and Early Warning Systems data points to identify priority areas to address in the development of the School Improvement Plan. Parents are elected to be in the School Advisory Council (EESAC) and participate in monthly or at least quarterly meetings to monitor the implementation of the SIP and evaluate progress towards meeting our goals. The SIP is shared in the school's website at flamingo.dadeschools.net and a notification is sent in 3 languages to all parents advising them of where they can access the SIP online or obtain printed copies from the school's main office and the Title I Parent Resource Center. The SIP is initially reviewed at length with staff during Faculty and Staff meetings and with families during the Annual Parent Meeting Regarding the Benefits of the Title I Schoolwide Program.

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))

Our School Leadership Team, comprised of administrators, counselor, and teacher leaders, are all involved

in building a positive school culture and environment. The School Leadership Team oversees all school initiatives and plans team-building and morale boosting activities throughout the school year. The team offers forums for formal and informal collaboration and sharing among teachers and staff members to provide the best possible education and learning environment for our students.

The School Leadership Team together with the Title I Community Involvement Specialist plan, organize and monitor family involvement activities, participation, and disseminate the information among all stakeholders via a Monthly Parent Activity Calendar. School activities, programs and testing schedules are also shared on the school's webpage and on ClassDojo, our selected schoolwide two-way communication platform. In addition to the Annual Parent Meeting Regarding the Benefits of the Title I Schoolwide Program and monthly EESAC meetings, we hold informative workshops and meetings where parents are able to provide input in the development of our School Improvement Plan and the Family Engagement Plan. These plans are posted in our school's website at flamingo.dadeschools.net and printed copies are always available in the main office and the Parent Resource Center for review. School administrators also holds academic-focused parent meetings after the completion of District's quarterly assessments. During these meetings administration distributes student reports to parents and discusses how to interpret results and offer tips for assisting their children at home. Classroom teachers also schedule and hold individual parent-teacher conferences at least once annually to review our student's academic, social and behavior progress. Parents may also initiate a request for a parent-teacher conference and have it scheduled at a mutually agreed upon time.

The school counselor and our Healthy Me Program partner counselor implement curricula for students to develop healthy self concepts and to make positive choices. The Teacher Leaders, mostly Grade Level Chairpersons and SAC members, assist in the two way communication with our stakeholders. All stakeholders are responsible for building positive relationships with students, parents, and families, to ultimately affect achievement, productivity, and satisfaction.

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)

Our school provides high quality curriculum and instruction in a supportive learning environment that enables our students to meet the State's academic achievement standards. We provide diagnostic and formative assessments to guide instruction and interventions, and thus monitor student progress throughout the school year. We provide effective, research-based, standards-driven instruction, differentiated instruction to meet students' needs, and appropriate tiers of interventions based on diagnostic and formative assessment results. When deemed necessary, we also offer academic advisement and counseling.

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))

Our school implements the Title I School Wide Program and together with parents develop the Title I School-level PFEP as a blueprint on how the school, parents, families, and the community will work together to strengthen the student's overall school experience and academic attainment. Project UpStart is another program under Title I which support the overall needs of students living in unstable housing. Parents are surveyed several times throughout the school year to determine the need to match them with this wonderful resource for families. Our school also hosts a Title I funded VPK program free of cost to families of four year olds.

The school also integrate services provided by the Title III program to support our large English

Language Learner (ELL) student population. Through a grant proposal, the school secures funds most school years to offer extended learning opportunities to our ELL students afterschool three times per week. These program intends not only to support students acquisition of the English language but offers support in the content areas of Mathematics and Science.

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))

N/A

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

N/A

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

N/A

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))

N/A

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))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

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

Total:	\$0.00
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Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No