

Miami-Dade County Public Schools

Golden Glades Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Golden Glades Elementary School

16520 NW 28TH AVE, Opa Locka, FL 33054

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

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide an environment where all students can learn, achieve, and develop confidence to meet the challenges of a changing and complex society. It is our goal to prepare students to succeed in a global society by providing a personalized and rigorous curriculum through excellence in teaching.

Provide the school's vision statement.

Golden Glades Elementary is dedicated to providing a rigorous educational experience to a diverse community where all students are expected to succeed as innovative thinkers. Our vision, as a community, is to cultivate character and foster life-long learning through a challenging educational experience in a safe environment.

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
Rateau, Jeff	Principal	The Principal oversees the day to day Operation of the school and monitors curriculum and instruction.
Teague, Yashyawa	Assistant Principal	The Assistant Principal assists the principal with the day to day operations of the school, as well as oversees curriculum and instruction.
Cherelus, Theodora	Reading Coach	The Literacy Coach serves as an instructional support for classroom teachers in the area of English Language Arts in the intermediate grades. She is tasked with assisting teachers with planning lessons, modeling, conducting trainings centered around ELA curriculum, and using data to drive teachers' instruction.
Jackson, LaVenia	Reading Coach	The Literacy Coach serves as an instructional support for classroom teachers in the area of English Language Arts in the primary grades. She is tasked with assisting teachers with planning lessons, modeling, conducting trainings centered around ELA curriculum, and using data to drive teachers' instruction.
Glass, Akim	Teacher, ESE	This individual is our SPED Facilitator and is tasked with making sure we are in compliance and provide the best possible services to our SPED population. Additionally, She oversees all SPED and Gifted Cases.
	Math Coach	The Math Coach serves as an instructional Support for classroom teachers. She is tasked with assisting teachers with planning lessons, modeling, conducting trainings centered around curriculum, and using data to drive teachers' instruction.

Stakeholder Involvement and SIP Development

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

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

Stakeholders were able to provide their input through Student Climate Surveys, and Teacher Needs Surveys. They were informed about the School Improvement Process during leadership, faculty, EESAC, and the annual Title I meetings. Additionally, during visits and/or during EESAC Meetings, the SIP is discussed with Community Stakeholders. Partners have pledged to helping with the school's mentorship program, teacher and student incentives, and good school culture initiatives including grounds upkeep and teacher gratitude.

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 School Leadership Team will create a School Improvement Plan (SIP) checklist to determine if the action steps laid out in the SIP are being followed, and if any changes are needed. The Leadership team will meet bi-weekly to discuss the SIP, and make any necessary adjustments.

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	100%
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) Black/African American Students (BLK) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
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	8	11	9	9	9	0	0	0	46
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	3	8	5	0	0	0	0	16
Course failure in Math	0	0	2	6	3	2	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	8	4	5	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	5	4	6	0	0	0	15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	2	8	18	18	21	0	0	0	68

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	9	6	6	0	0	0	23

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	1	0	0	9	0	1	0	0	0	11
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	7	8	9	6	5	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	2	2	7	1	0	0	0	12
Course failure in Math	0	0	0	2	2	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	1	7	5	0	0	0	13
Level 1 on statewide Math assessment	0	0	0	0	1	7	5	0	0	13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	9	16	8	0	0	0	35

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	2	7	3	0	0	0	12

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	7	8	9	6	5	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	2	2	7	1	0	0	0	12
Course failure in Math	0	0	0	2	2	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	1	7	5	0	0	0	13
Level 1 on statewide Math assessment	0	0	0	0	1	7	5	0	0	13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	9	16	8	0	0	0	35

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	2	7	3	0	0	0	12

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	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*	49	60	53	35	62	56	38		
ELA Learning Gains				56			63		
ELA Lowest 25th Percentile				67					
Math Achievement*	54	66	59	42	58	50	36		
Math Learning Gains				62			26		
Math Lowest 25th Percentile				60					
Science Achievement*	34	58	54	30	64	59	38		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		63	59						

* 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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	187
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	50

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL				
AMI				
ASN				
BLK	43			
HSP	70			
MUL				
PAC				
WHT				
FRL	46			

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	44			
ELL				
AMI				
ASN				
BLK	52			
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	51			

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	49			54			34					
SWD	47			42							3	
ELL												
AMI												
ASN												
BLK	47			51			33				4	
HSP	60			80							2	
MUL												
PAC												
WHT												
FRL	47			57			30				4	

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	35	56	67	42	62	60	30					
SWD	11	64		17	83							
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	36	58	80	42	64		32					
HSP												
MUL												
PAC												
WHT												
FRL	36	58	67	42	60	60	33					

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	38	63		36	26		38					
SWD	23	62		14	23							
ELL												
AMI												
ASN												
BLK	38	67		37	25		36					
HSP												
MUL												
PAC												
WHT												
FRL	37	62		36	27		36					

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	36%	56%	-20%	54%	-18%
04	2023 - Spring	52%	58%	-6%	58%	-6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	52%	-20%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	51%	63%	-12%	59%	-8%
04	2023 - Spring	61%	64%	-3%	61%	0%
05	2023 - Spring	56%	58%	-2%	55%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	24%	50%	-26%	51%	-27%

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.

Science had a proficiency rate of 23% as compared to 33% for the 22–23 school year, a 10 percentage point decline, and was the data component with the lowest performance. The teacher was new to the grade level (coming from primary grades) and needed additional support with the material, all of which contributed to last year's poor results.

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

The data component that showed the lowest performance was in science. The contributing factor to the low performance takes into consideration that our school obtained a teacher new to teaching 5th grade that needed additional support with the content and had a self-contained class where all topics had to be taught.

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

The data component that had the greatest gap was the Science Statewide Assessment, followed by FAST PM 3 data for ELA in grades 3 and 5.

In science, the state had an average of 50% proficiency while our school averaged 23% proficiency

which is a difference of 27%. What contributed to this was our 5th grade teacher was self-contained, new to the grade level, and was unfamiliar with the content.

For ELA, the state had an average of 50% proficiency for students in the third grade compared to 32% of our students which is a difference of 18%. In fifth grade, the state's average of student proficiency was 54% while our school averaged 36% proficiency, a difference of 18%.

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

The data component that showed the most improvement was 4th grade ELA FAST for PM 1-PM 3. Fourth grade students maintained a positive trend towards proficiency and continuously decreased the learning gap from PM 1 to PM 3. After completing PM 1, there were a total of 14 students (58%) that scored a Level 1 and six students (25%) had a Level 3 or higher. Upon the conclusion of PM 3, the number of students that scored a Level 1 decreased to five, and those that scored a Level 3 or higher increased by five bringing the total to 12. That means 21% of students scored a level one, and 50% scored a level 3 or higher. The new actions that our school did in this area was the Reading Coach working directly with the fourth-grade students through Tier 1 instruction, DI, and pull-outs and the incorporating of game-based learning which constantly allowed students to review the skills they were taught.

We also noticed that based on the district average, Math showed an upward trend from PM 1-PM 3 in grades 3-5 as well. In third grade, PM 1, we had a total of 7% proficiency and during PM 3, we had a total of 57% proficiency. With students in fourth grade, there was a 0% proficiency during PM 1 while the number increased to 61% during PM 3. As it pertains to students in fifth grade, 4% of students were proficient on PM 1 while 56% were proficient on PM 3. Math received the lowest decline percentage overall for the number of students receiving proficiency. Factors that contributed to such improvement included extended learning opportunities such as morning tutoring, and Saturday School, as well as Lunch Bunch sessions to which the students had a chance to eat lunch with the Math Coach daily and review math concepts, along with the daily Math Trivia all contributed to Math showing improvement.

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

Students with ten or more absences and those who have severe reading impairments should be cause for concern. The 35 students who reflect in both categories will be reduced by incentives and policies put in place by the Administrative Team and Attendance Review Committee, which will constantly monitor both areas.

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

This academic year, science education will receive major attention at all grade levels, with a focus on the fifth grade. Another priority will be on third grade ELA and math as it has a high group of SPED students.

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 NGSSS data, 24% of the students in 5th grade demonstrated mastery as compared to 50% throughout the state. In 2019, 41% of students were proficient, while in 2021 and 2022, 37% and 32% were proficient respectively. Based on the data and the identified contributing factors of the teacher being new to 5th grade, there being an unfamiliarity with the standards, and teachers in the lower grades not implementing science with fidelity, we will implement the targeted element of Science.

Measurable Outcome:

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

With Establishing and Implementing Instructional Frameworks, 28% of students in the 5th Grade will demonstrate proficiency on the Science Statewide Assessment by May 2024.

In order to achieve the desired outcome, we will make Science a school-wide initiative. By having teachers implement Science instruction with fidelity in grades K-5, we expect to see an overall increase in science assessments scores. We also expect our overall Science proficiency in 5th Grade to increase a total of 5 percentage points as evident by the 2023-2024 Science NGSSS.

Monitoring:

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

This Area of Focus will be monitored through weekly walkthroughs by administration to ensure that science instruction is taking place at its respective time within each grade level.

The CSS, 5th Grade teacher, and administration will discuss the data on a weekly basis to which we will be able to monitor Topic and Quarterly Assessments.

Person responsible for monitoring outcome:

Yashyawa Teague (yteague@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 intervention that we have selected to achieve the measurable outcome is Establishing and Implementing Instructional Frameworks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated to maximize learning for all students. It may include: an opening routine, whole group, small group, and closing activity that promotes bell-to-bell instruction.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

During the Opening of Schools meeting, launch the school-wide Science Initiative for all grade levels.

As a result, teachers will be aware of the expectations regarding the implementation of science as specified in the District Pacing Guide.

Person Responsible: Yashyawa Teague (yteague@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Conduct weekly walk throughs to ensure science instruction is taking place.

As a result, teachers will have an understanding on what the expectations are and how to access different materials and resources that can be used to implement science. As a follow-up, we will review science data during science collaborative planning which happens biweekly.

Person Responsible: LaVenja Jackson (lmjackson@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Conduct data chats after the Baseline and Pre-Science Assessments have been administered.

As a result, teachers will understand where their students are and will be able to make informed decisions on how to guide their science instruction.

Person Responsible: Jeff Rateau (pr2161@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

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

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

According to the 2022-2023 Student Climate Survey, 66% of students agreed or strongly agreed with the statement, "I like coming to my school". After comparing the findings to that from the 2021-2022 and 2020-2021 school years, it was determined that 87% and 82% of students agreed or strongly agreed with the statement "I like coming to my school" respectively.

Upon further analysis, it was determined that there was a 21% decrease from 2021-2022 to 2022-2023 in the number of students that agreed or strongly agreed with the statement "I like coming to my school". Based on the data and contributing factors of not providing engaging activities outside of the classroom setting, not celebrating our students on a consistent basis, and not allowing opportunities for them to have fun, we have decided to focus on incentives as it pertains to student behavior and academics.

Measurable Outcome:

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

By making student achievement and behavior our focus, we expect to see a 10% increase in the number of students that agreed or strongly agreed with the statement, "I like coming to school" when answering the Student Climate Survey for 2023-2024. Simultaneously, we hope to see an increase in academic achievement on Math Topic Assessments, Reading Bi-weekly Assessments, and Science Assessments.

Monitoring:

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

This Area of Focus will be monitored through quarterly surveys provided to students that asks, "I like coming to school" to which students in Grades 3-5 will respond by selecting if they agree/strongly agree or disagree/strongly disagree with the statement; while students in PK-2nd will mark the happy or sad face to indicate whether they agree or disagree with the statement. The surveys will allow us to gather data to determine if the rewards/incentives we're putting in place is changing the students outlook on the school, and if the rewards/incentives are positively impacting student behavior and academics.

Person responsible for monitoring outcome:

Theodora Cherelus (tcherelus@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 intervention that we have selected to achieve the measurable outcome is Rewards/Incentives.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Rewards/Incentives refers to a school's leadership team creating rewards and incentives programs.

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.

The leadership team will create a survey for students in grades 3-5 to which they will get an opportunity to determine the types of rewards/incentives they would like to see the school have for behavior and academics.

As a result, the leadership will be informed as to what it is that the students want to see happening around the school.

Person Responsible: Theodora Cherelus (tcherelus@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

The leadership team will develop a school-wide rewards/incentives plan along with a set criterion that determines how students receive a reward/incentive.

As a result, the leadership team will be able to have a plan as to the activities and rewards/incentives to be conducted and/or distributed throughout the school year and what determines if a student is eligible to receive the reward/incentive.

Person Responsible: LaVenja Jackson (lmjackson@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Students and teachers will be made aware of the school-wide incentive plan.

As a result, students will know what they can look forward to for performing well academically and behaviorally.

Person Responsible: Yashyawa Teague (yteague@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

The instructional coaches will decorate a cart to use as a Mobile Mart. The cart will be filled with snacks and other items to which the instructional coaches will come around and rewards students that demonstrates positive behavior and academic success whether meeting their i-Ready pass-rate and usage, doing well on an assessment, etc.

As a result of coming around with the Mobile Mart students will want to come to school every day, during school they will want to demonstrate positive behavior and feel encouraged to reach their academic goals.

Person Responsible: LaVenja Jackson (lmjackson@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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 2021-2022 school year, we had a total of 22 instructional staff members that included classroom teachers, special area teachers, interventionists, instructional coaches, and SPED facilitators. At the conclusion of that school year, we lost a total of nine instructional staff members. During the 2022-2023 school year, we added an IND program which allowed our instructional staff to increase back to 22. However, after the school year ended, we were short six instructional staff members. During the current school year, we received four new instructional staff members which brings our current total to 20.

Measurable Outcome:

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

With the evidence-based intervention being School Spirit, Pride, and Branding, we expect to see 100% of teacher retention at the end of the 2023-2024 school year.

Monitoring:

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

This Area of Focus will be monitored through quarterly surveys that measures teacher satisfaction with the school.

Person responsible for monitoring outcome:

Jeff Rateau (pr2161@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 practice being implemented to achieve the measurable outcome is School Spirit, Pride, and Branding.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

School Spirit, Pride, and Branding encourages and promotes school spirit and pride through activities, changes to the school's physical environment, and/or participation in unique school traditions.

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.

Administrators will provide teachers with positive feedback while performing walkthroughs.

As a result, teachers will have a sense of community and will be motivated to continue working at Golden Glades Elementary School.

Person Responsible: Jeff Rateau (pr2161@dadeschools.net)

By When: August 14, 2023- September 29, 2023

Administrators will offer monthly treats to Teachers and staff in the main office as a gesture of thanks.

As a result, instructors will feel proud and perhaps invite other instructors to join the Golden Eagle family as a result of the monthly teacher appreciation program being implemented.

Person Responsible: Jeff Rateau (pr2161@dadeschools.net)

By When: August 14, 2023- September 29, 2023

Teachers who are interested in serving on the newly formed teacher recruiting committee will be sought out by the administrative team.

As a result, Teachers will then be able to identify possible candidates who could be interested in joining the Eagles' Nest.

Person Responsible: Yashyawa Teague (yteague@dadeschools.net)

By When: August 14, 2023- September 29, 2023

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

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

According to the 2022-2023 FAST data, 40% of the students in grades 3-5 demonstrated proficiency on the ELA assessment. During the 2021-2022 school year, it was determined that 35% of students were proficient in ELA. The difference in the number of students demonstrating proficiency in ELA has increased by 5%. Based on the contributing factors of our fifth-grade teacher being new to the grade level and being self-contained, along with a new assessment and new standards, the Instructional Practice to which we will focus on is Differentiated Instruction.

According to the 2022-2023 FAST data, 58% of the students in grades 3-5 demonstrated proficiency on the math assessment. During the 2021-2022 school year, 43% of students demonstrated proficiency. That was an increase of 15%. Based on the contributing factors of implementing DI with fidelity, we would like to maintain this practice, and thus the area of focus for math will be Differentiated Instruction.

Measurable Outcome:

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

With the evidence-based strategy being differentiation, 45 percent of students in grades 3 through 5 will show proficiency on the FAST PM3 (Spring 2024) in ELA Reading in comparison to 40% on the statewide assessment in 2022-2023 and an increase of eight percentage points to achieve 50% proficiency on the FAST PM3 (Spring 2023) Mathematics in comparison to 42% on the 2022-2023 statewide assessment.

Monitoring:

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

This area of focus will be monitored through weekly on-going progress monitoring that remediates the weakest standard and by providing phonics instruction in addition to comprehension during DI to all students identified as being Tier 3. Instructional staff will complete data trackers to monitor student performance data. Administrators will conduct data chats to evaluate student performance and plan for next steps with the teachers. Walkthroughs will be conducted to ensure there is an alignment between what was planned and what is being taught during DI.

Person responsible for monitoring outcome:

Jeff Rateau (pr2161@dadeschools.net)

Evidence-based Intervention:

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

Data driven decision making will be implemented during collaborative planning to determine the secondary standard for Differentiation. Weekly check for understandings will occur through on-going progress monitoring to monitor the effectiveness of the strategies that were implemented.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

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.

Monitor student success through the use of electronic data trackers. Students will monitor their own success in their DI folders with the instructional staff's guidance.

As a result, members of the leadership team will be able to monitor student performance and the effectiveness of DI instruction.

Person Responsible: Theodora Cherelus (tcherelus@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Discuss student performance during collaborative planning and data chat sessions weekly in order to make informed decisions to determine what standards need to be addressed.

As a result, informed instructional decisions can be made to determine what adjustments, if any, are needed.

Person Responsible: LaVenia Jackson (lmjackson@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Teachers will provide explicit instruction during the TLC to assist with remediating the secondary standard.

As a result, students will learn the benchmark in a smaller setting which will allow the student to get a better understanding of the concept.

Person Responsible: Yashyawa Teague (yteague@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

CSI, TSI and ATSI Resource Review

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

N/A

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

Based on the results of the 2022-2023 i-Ready AP2 data for ELA, our data shows that 53% of the students in grades K-2 demonstrated proficiency, as evidenced by a level of 3 and higher. In Kindergarten, we had total of 43%, 1st Grade 59%, and 2nd Grade 59% proficiency.

As of 2021-2022 school year, 36% of the students in grades K-2 demonstrated proficiency, as evidenced by a level of 3 and higher. In Kindergarten, we had total of 41%, 1st Grade 33%, and 2nd Grade 35% proficiency. This data was compared to that if the 2021-2022 school year in which 47% of the kindergartens, 35% of the first graders, and 35 % of the second graders demonstrated proficiency on the AP3 reading diagnostic.

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

Based on the results of the 2022-2023 FAST data for ELA, our findings showed that 40% of the students in grades 3-5 demonstrated proficiency as having a level 3 or higher. In 3rd grade, we had a total of 32% proficiency, 4th grade 52%, and 5th grade had 36% proficiency.

As of the 2021-2022 school year, 35% of the students in grades 3-5 were identified as being proficient with 42%, 47%, and 17% proficiency for 3rd, 4th, and 5th grade respectively. There was an increase of 5% in the number of students in grades 3-5 that were proficient 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 evidence-based practice being the Gradual Release of Responsibilities Model (GRRM), 50 percent of students in K-2 will show proficiency on the 2023-2024 STAR Early Literacy Assessment.

Grades 3-5 Measurable Outcomes

With the evidence-based practice being the Gradual Release of Responsibilities Model (GRRM), 35% of students in both the 3rd and 4th grade, and 50% of students in the 5th grade will demonstrate proficiency on the 2023-2024 FAST PM 3 for reading.

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.

This Area of Focus will be monitored through weekly collaborative planning sessions that will be facilitated by the ELA teacher and supported by the instructional coach. Targeted weekly walkthroughs as well as debriefings will be conducted to ensure that there is a consistent alignment between what was discussed during collaborative planning, and what's being taught in the classroom. Explicit feedback will continue to be provided. Observational data will continue to be utilized to adjust planning and instruction. Data analysis of bi-weekly progress monitoring assessments, as well as product reviews, will be used to track and monitor student progress and determine the effectiveness of the teacher's instructional delivery.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Teague, Yashyawa, yteague@dadeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based practice being implemented to achieve the measurable outcome in each grade level is the Gradual Release of Responsibilities Model (GRRM). By focusing on the GRRM during Tier 1 instruction, teachers will get an opportunity to model and scaffold a benchmark before students are released to attempt it on their own. First, teachers will explicitly model the benchmark, next, students will get the opportunity to work on the benchmark with support from the teacher, then, students will practice the benchmark with a partner(s), and finally, students will get an opportunity to try the benchmark on their own. By allowing the student to go through the GRRM, the teacher not only helps build confidence within the student, but the teacher allows the students to learn from and with each other.

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?

The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership: The literacy leadership team will conduct walkthroughs and observations to determine if classroom teachers are implementing the Gradual Release of Responsibility Model with fidelity.</p> <p>As a result of classroom walkthroughs and observations, implementation of the GRRM will be evidenced by teachers modeling and guiding students through a lesson before releasing them to complete a task without assistance.</p> <p>August 14, 2023 - September 29, 2023</p>	<p>Cherelus, Theodora, tcherelus@dadeschools.net</p>
<p>Literacy Leadership: The literacy leadership team will plan a professional learning opportunity centered around the Gradual Release of Responsibility Model.</p> <p>As a result of the professional learning opportunity, teachers will be able to confidently navigate through the steps of the GRM as evidenced through their instructional delivery.</p> <p>August 14, 2023 - September 29, 2023</p>	<p>Jackson, LaVenia, lmjackson@dadeschools.net</p>
<p>Literacy Coaching: The literacy coaches will model a lesson while going through the Gradual Release of Responsibility Model for teachers.</p> <p>As a result of the coach modeling a lesson, teachers will be able to provide instruction that guide students through collaboration then releases them to successfully complete the learning target independently.</p> <p>August 14, 2023 - September 29, 2023</p>	<p>Jackson, LaVenia, lmjackson@dadeschools.net</p>
<p>Literacy Coaching: The literacy coaches will debrief with the teacher and schedule a time and date for a follow-up after modeling a lesson with the Gradual Release of Responsibility Model.</p> <p>As a result, the teacher will instruct, allow the learners to practice what was taught collaboratively, and complete a task independently as a check for understanding.</p> <p>August 14, 2023 - September 29, 2023</p>	<p>Teague, Yashyawa, yteague@dadeschools.net</p>
<p>Assessment: Student performance on their bi-weekly progress monitoring assessments will be monitored by the students and teachers.</p> <p>As a result of monitoring bi- weekly assessments, the teacher is able to remediate the weakest standard in order to ensure students are proficient in each standard.</p> <p>August 14, 2023 - September 29, 2023</p>	<p>Cherelus, Theodora, tcherelus@dadeschools.net</p>
<p>Assessment: Teachers will check for understanding using student end product questions.</p> <p>As a result of checking for responses on end product questions, teachers will be able to gauge the learners' understanding and ensure that they know the process by which to dissect a question as well as arrive at the correct answer.</p>	<p>Jackson, LaVenia, lmjackson@dadeschools.net</p>

Action Step	Person Responsible for Monitoring
<p>August 14, 2023 - September 29, 2023</p> <p>Professional Learning: During collaborative planning, the instructional coaches will provide learning opportunities on scaffolding.</p> <p>As a result, teachers will be able to provide support to meet the needs of various learners.</p> <p>August 14, 2023 - September 29, 2023</p>	<p>Jackson, LaVenía, lmjackson@dadeschools.net</p>
<p>Coaches will continue conducting mini PDs to model for the teachers how to create instructional focus targets through grouping the proficient students on the performance matters platform. This will allow the teachers an opportunity to make educational shifts that are needed to take place during their Tier 1 standards-aligned instruction.</p> <p>As a result, the teacher will be able to assist the students with utilizing the best strategies and practices to show mastery of benchmarks.</p> <p>August 14, 2023 - September 29, 2023</p>	<p>Cherelus, Theodora, tcherelus@dadeschools.net</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

The SIP will be placed on the school’s website, a hard copy placed in the Parent Resource Area in the main office, on the desk of the Community Involvement Specialist, and discussed and copies made available to stakeholders during EESAC Meetings.

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))

The school’s Parent Family and Engagement Plan will be available in the Parent Resource Area and at goldengladeselementary.net The school will build positive relationships with parents, families and other community stakeholders through various activities including but not limited to; Meet and Greet, Open

House, Honor Roll ceremonies, Science Fair Night, ESE Week, Fathers In Education, EESAC Meetings, PTSA, Student of the Month, and District 1 Town Hall Meetings.

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)

The school has employed interventionists, reading and math instructional coaches so teachers can execute collaborative planning. Gifted and Tier 1 students are given enriched lessons.

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

N/A

Optional Component(s) of the Schoolwide Program Plan

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

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

The school ensures that all staff members are trained in crisis intervention, youth mental health first aid, professional developments that focus on social emotional learning and supporting families in need. The administration meets with student services on a weekly basis. The meetings are geared towards mental health plans, safety planning, outside resources, psychoeducation, value matters, group and mediation. The administration also focuses on implementing healthy mental health initiatives, increasing access to services and support, and positive interventions.

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).

Implementing a schoolwide tiered model to prevent and address problem behavior, while coordinating with activities and services under the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA), involves a comprehensive and systematic approach to support students at various levels of need. The school leadership team, comprised of Administrators, Coaches, SPED Chairperson, and the school counselor will oversee the development and implementation of the tiered model. A needs assessment of current practices, resources, and student needs related to behavior and academic performance will be conducted. This will allow for gaps and areas of improvement. The SLT will utilize the MDCPS MTSS for tiered support in the following order:

a. Tier 1 - Universal Prevention: Implement schoolwide positive behavior interventions and supports (PBIS) to promote a positive school climate. Provide high-quality, evidence-based instruction and

interventions to all students. The team will monitor student progress and behavior through regular data collection and scans.

b. Tier 2 - Targeted Interventions: The school counselor and SPED Chairperson will Identify students who require additional support beyond Tier 1. The counselor will develop and implement specific interventions, such as small group counseling, mentorship programs, or social skills training. Continuous monitoring and adjust of interventions based on student progress will occur.

c. Tier 3 - Intensive Interventions:

For students with the most significant needs, a FAB/BIP and academic support plans are put in place.

- Utilize SPED personnel and Regularly review and adjust individual plans as needed.
- Data-Driven Decision-Making: The Student Services team will collect and analyze data related to student behavior and academic performance. This data will guide intervention decisions at each tier.
- Coordination with IDEA: Ensure that students with disabilities who are eligible for services under IDEA receive appropriate support and accommodations based on their Individualized Education Programs (IEPs).

Collaborate with special education team to integrate IDEA services into the tiered model.

- Coordination with ESSA: The SLT will comply with ESSA requirements, including the provision for schools to identify and support students who are struggling academically. We will align tiered interventions with ESSA guidelines for improving the performance of low-achieving students.
- Provide ongoing professional development for staff to build their capacity in implementing evidence-based practices for behavior management and academic support. Involve parents and the community in the tiered model implementation, including regular communication, parent training, and support services. Continuously monitor the effectiveness of the tiered model through data analysis and regular assessments.

Make necessary adjustments to interventions and supports based on the outcomes. Develop a plan for sustaining and scaling the tiered model over time to ensure its long-term impact on preventing and addressing problem behavior and improving academic outcomes.

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))

The professional learning activities for teachers, paraprofessionals, and other school personnel to improve instruction consist of school-wide PDs, such as TIPS and techniques to start smarter, Intervention modeling by coaches, and mini-PDs on how to use utilize data to implement effective intervention lessons.

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))

The strategies the school employs to assist preschool children in the transition from early childhood to elementary school programs is conducting our "Annual Family Tour" where parents and their children come in and tour the campus as well as receive pertinent school and academic information for the upcoming grade level. Additionally, parents are invited to the Back to School- Meet and Greet.

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
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2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Differentiation	\$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