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Greenglade Elementary School

3060 SW 127TH AVE, Miami, FL 33175

<http://greenglade.dadeschools.net/welcome.htm>

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Greenglade Elementary is to promote a safe learning environment and encourage our students to reach their potential by educating each student with a nurturing, challenging curriculum.

Provide the school's vision statement.

Our vision at Greenglade Elementary is to create a community of life-long learners.

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 |
|---------------------|---------------------|--|
| Tercilla, Maria | Principal | The principal is the instructional leader and oversees all curriculum and managerial aspects of the school. |
| Morin, Alina | Assistant Principal | The Assistant Principal assists the Principal in the duties of instructional leader and managerial aspects of the school. |
| Somano, Caridad | Instructional Media | The Media Specialist serves as our Technology Coordinator and Special Areas Chairperson. She is also responsible for our mobile device deployment and serves as our Asset Manager. |
| Ortega, Sonia | Teacher, K-12 | Ms. Ortega serves as the Grade Level Chair for 4th Grade and is our PLST Instructional Coach. She is also our Gifted Chair, and the Department Chair for Intermediate Grades. |
| Motta, Kim | Teacher, ESE | Ms. Motta serves as our ESE Department Chair and is also our PLST New Teacher Mentor. She also serves as our LEA. |
| Marchetti, Yvette | Teacher, K-12 | Ms. Marchetti serves as our PLST Digital Innovator. She is responsible for assisting teachers in implementing technology in the classroom. |
| Figueroa, Giselle | Teacher, K-12 | Ms. Figueroa serves as our Kindergarten Grade Level Chair. She is also responsible for the upkeep of our social media accounts and the Memory Book. Ms. Figueroa is the sponsor for FEA and also is our Future Bound Miami Champion. |
| Ramos, Katrina | Teacher, PreK | Ms. Ramos serves our our PreK Grade level Chair. She is also a liaison for the Social Media and Memory Book. |
| Baluja, Berta | Teacher, K-12 | Ms. Baluja serves as the Grade Level Chair for Second Grade. She is also our PLST Professional Learning Growth Leader. She is responsible for proposing all Professional Learning for our school |
| Morales, Maricelys | Teacher, K-12 | Ms. Morales serves as the Grade Level Chair for Fifth Grade. She is also the Science Fair Liaison for our school. In addition, she is also the school's Cambridge Liaison. |
| Castellanos, Karina | Teacher, K-12 | Ms. Castellanos serves as our Grade Level Chair for Third Grade. She is also on the committee for Night of the Arts. |
| Munoz, Iliana | Teacher, K-12 | Ms. Munoz serves as the Grade Level Chair for First Grade. She is also an integral part of the Honor Roll Committee, as well as EESAC. |

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 determines areas of focus, as it pertains to data. At the Opening of Schools meeting, the SIP is shared with staff and feedback is elicited. The SIP is then reviewed by the region and presented to EESAC (comprised of teachers, parents, students and members of the community) for feedback and approval. Parents will be informed during the annual Title 1 Meeting that will take place at the beginning of the school year. The SIP will be posted on the school's website <https://greengladeelementary.net>, under Title I, and in the Parent Resource Center, as well as in the Main Office. Progress will be discussed throughout the school year during Faculty and EESAC meetings.

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 will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards. The School Leadership Team (SLT) will continuously review data derived from several data points to ensure the effective implementation and impact of the SIP.

Data from PM1, PM2, iReady AP1 and AP2, as well as the Science Baseline and Mid-Year, will be analyzed and used to see if the action plan steps need to be revised or changed. Administration will conduct weekly classroom walk-throughs to monitor progress in the implementation of the evidence strategies reflected in the SIP. Data Chats will be conducted with teachers each quarter. Teachers will also have data chats with students to ensure they are tracking their progress. If action steps need to be revised or changed to ensure continuous improvement, we will do so throughout the different phases of the SIP.

Demographic Data

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

| | |
|---|---------------------------|
| 2023-24 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 98% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 88% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | N/A |
| Eligible for Unified School Improvement Grant (UniSIG) | No |

| | |
|---|---|
| <p>2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p> | <p>Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)</p> |
| <p>School Grades History *2022-23 school grades will serve as an informational baseline.</p> | <p>2021-22: A 2019-20: A 2018-19: A 2017-18: A</p> |
| <p>School Improvement Rating History</p> | |
| <p>DJJ Accountability Rating History</p> | |

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 | 7 | 4 | 2 | 1 | 4 | 0 | 0 | 0 | 18 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 2 | 1 | 0 | 3 | 0 | 0 | 0 | 6 |
| Course failure in Math | 0 | 0 | 6 | 1 | 1 | 1 | 0 | 0 | 0 | 9 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 2 | 12 | 11 | 0 | 0 | 0 | 25 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 1 | 9 | 10 | 0 | 0 | 0 | 20 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 10 | 14 | 13 | 15 | 16 | 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 | 2 | 8 | 9 | 0 | 0 | 0 | 21 |

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 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 5 |
| 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 | 0 | 2 | 5 | 3 | 2 | 1 | 0 | 0 | 0 | 13 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 1 | 4 | 4 | 0 | 0 | 0 | 0 | 9 |
| Course failure in Math | 0 | 0 | 1 | 3 | 4 | 0 | 0 | 0 | 0 | 8 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 5 | 8 | 11 | 0 | 0 | 0 | 24 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 4 | 8 | 8 | 0 | 0 | 0 | 20 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 1 | 12 | 12 | 11 | 0 | 0 | 0 | 36 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 1 | 8 | 8 | 8 | 0 | 0 | 0 | 25 |

The number of students identified retained:

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

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 | 2 | 5 | 3 | 2 | 1 | 0 | 0 | 0 | 13 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 1 | 4 | 4 | 0 | 0 | 0 | 0 | 9 |
| Course failure in Math | 0 | 0 | 1 | 3 | 4 | 0 | 0 | 0 | 0 | 8 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 5 | 8 | 11 | 0 | 0 | 0 | 24 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 4 | 8 | 8 | 0 | 0 | 0 | 20 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 1 | 12 | 12 | 11 | 0 | 0 | 0 | 36 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 1 | 8 | 8 | 8 | 0 | 0 | 0 | 25 |

The number of students identified retained:

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

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* | 71 | 60 | 53 | 71 | 62 | 56 | 73 | | |
| ELA Learning Gains | | | | 78 | | | 68 | | |
| ELA Lowest 25th Percentile | | | | 50 | | | 60 | | |
| Math Achievement* | 74 | 66 | 59 | 69 | 58 | 50 | 70 | | |
| Math Learning Gains | | | | 73 | | | 52 | | |
| Math Lowest 25th Percentile | | | | 55 | | | 33 | | |
| Science Achievement* | 67 | 58 | 54 | 57 | 64 | 59 | 60 | | |
| Social Studies Achievement* | | | | | 71 | 64 | | | |
| Middle School Acceleration | | | | | 63 | 52 | | | |
| Graduation Rate | | | | | 53 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 57 | 63 | 59 | 74 | | | 52 | | |

* 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 | 68 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 342 |
| 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 | 66 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 527 |
| 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 | 45 | | | |
| ELL | 58 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | 69 | | | |
| MUL | | | | |
| PAC | | | | |

| 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% |
| WHT | | | | |
| FRL | 62 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 46 | | | |
| ELL | 55 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | 67 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 65 | | | |

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 | 71 | | | 74 | | | 67 | | | | | 57 |
| SWD | 43 | | | 50 | | | | | | | 4 | 43 |
| ELL | 61 | | | 67 | | | 47 | | | | 5 | 57 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 72 | | | 74 | | | 68 | | | | 5 | 57 |

| 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 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 64 | | | 64 | | | 62 | | | | 5 | 53 |

| 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 | 71 | 78 | 50 | 69 | 73 | 55 | 57 | | | | | 74 |
| SWD | 34 | 61 | 67 | 41 | 44 | 45 | 8 | | | | | 64 |
| ELL | 58 | 65 | 46 | 59 | 60 | 43 | 38 | | | | | 74 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 72 | 78 | 52 | 69 | 73 | 57 | 57 | | | | | 74 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 70 | 77 | 53 | 67 | 71 | 53 | 57 | | | | | 73 |

| 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 | 73 | 68 | 60 | 70 | 52 | 33 | 60 | | | | | 52 |
| SWD | 29 | | | 35 | | | | | | | | 39 |
| ELL | 65 | 63 | 58 | 59 | 47 | 18 | 47 | | | | | 52 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 73 | 70 | 60 | 70 | 51 | 31 | 59 | | | | | 51 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |

| 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 |
| FRL | 72 | 65 | 63 | 65 | 43 | 33 | 51 | | | | | 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 | 63% | 56% | 7% | 54% | 9% |
| 04 | 2023 - Spring | 59% | 58% | 1% | 58% | 1% |
| 03 | 2023 - Spring | 57% | 52% | 5% | 50% | 7% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 62% | 63% | -1% | 59% | 3% |
| 04 | 2023 - Spring | 67% | 64% | 3% | 61% | 6% |
| 05 | 2023 - Spring | 61% | 58% | 3% | 55% | 6% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 51% | 50% | 1% | 51% | 0% |

III. Planning for Improvement

Data Analysis/Reflection

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

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

The overall proficiency in Reading decreased 12 percentage points, from 71% on the 2022 FSA to 60% on the 2023 FAST. The overall reading proficiency is the lowest for third grade. 2023 third grade proficiency is at 57%, compared to 59% for fourth grade and 63% for fifth grade.

Overall proficiency in Mathematics decreased by six percentage points, from 69% on the 2022 FSA to 63% on the 2023 FAST. However, overall math proficiency is the lowest for fifth grade. 2023 fifth grade proficiency is at 61%, compared to 62% for third grade and 67% for fourth grade.

When analyzing STAR data, we see that Kindergarten and second grade have proficiency of 65% and 63%, respectively. Math proficiency in both these grades are also low, at 55% and 67%, respectively. We had several Kindergarten students that had no previous schooling due to parental concerns with the pandemic.

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

The data component showing the greatest decline from the prior year is Science. We only had two fifth grade classes; Gifted and Regular. The regular class had a large number of ESOL students and behavior management was a challenge for the teacher.

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 FAST data indicates that we are above the State in all grade levels in ELA. The closest percent proficiency is in 4th grade ELA, where we are at 59% proficiency, compared to the State which at 57% proficiency.

This is due to the large influx of ELL learners that entered our school mid-year.

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

Our greatest improvement was seen in 3rd grade Math, with an increase of three percentage points. We emphasized the importance of Differentiated Instruction and teacher-led small group to address math deficiencies.

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

Our areas of concern is the number of students with a substantial reading deficiency. Some of these students are also an attendance issue, making it difficult to close the learning gap.

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

Our highest priority is in increasing the number of students at proficiency in Reading, Math and Science. We will also prioritize learning gains in Reading and Math, as well as continue to work on improving student attendance.

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 Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

According to the 2023 FAST PM3 Reading data, 57% of Grade 3 students scored at the proficiency level. This is two percentage points lower than 4th grade (59%) and six percentage points lower than 5th grade (63%). Based on the data and the identified contributing factors of: high numbers of Level 1 and 2 ESOL students and student readiness levels limit abilities to master grade level tasks, 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 Benchmark-aligned Instruction, an additional 3% (for a total of 60%) of Grade 3 students will score at proficiency, as evidenced by the 2024 FAST, by June 2024.

Monitoring:

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

Administrators (Dr. Tercilla and Mrs. Morin) will conduct quarterly data chats, attend monthly departmental meetings and follow-up with regular walkthroughs to ensure evidence of the use of the reading program aligned to the B.E.S.T. standards. Data Analysis of formative assessments will be reviewed monthly to observe progress.

Person responsible for monitoring outcome:

Maria Tercilla (mtercilla@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 Evidenced-based intervention of Goal Oriented Learning. Goal Oriented Learning will assist with students being invested in learning goals, both short term and long term, and will be more invested in their learning outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Goal Oriented Learning refers to ensuring that students have a clear understanding of the target and a clear focus of what they will be able to accomplish.

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 2 - Moderate 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.

(August 14 - September 29, 2023) Fidelity in the use of the District-mandated McGraw Hill Reading program aligned to the B.E.S.T standards. As a result, teachers will identify resources that are appropriate for student success.

Person Responsible: Maria Tercilla (mtercilla@dadeschools.net)

By When: This will be accomplished by September 29, 2023.

(August 14 - September 29, 2023) Utilize Pacing Guides and Planning Cards with fidelity during planning and ensure Goal Oriented Learning for students. As a result, students will have a clear understanding and a clear focus of what they will be able to accomplish.

Person Responsible: Alina Morin (amorin@dadeschools.net)

By When: This will be accomplished by September 29, 2023.

(August 14 - September 29, 2023) Administrators will conduct walk throughs to review lesson plans as evidence of Benchmark-aligned Instruction. As a result, teachers will have lesson plans that reflect benchmark-aligned instruction is being implemented.

Person Responsible: Maria Tercilla (mtercilla@dadeschools.net)

By When: This will be accomplished by September 29, 2023.

#2. 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 2023 Science Assessment, 51% of students are proficient in Science. This is an decrease of five percentage points when compared to the 2022 Science Assessment. Based on the data and the identified contributing factors of: high numbers of Level 1 and 2 ESOL students, student readiness levels limit abilities to master grade level tasks and lack of fidelity to science instruction, we will implement the Targeted Element of Collaborative Planning.

Measurable Outcome:

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

With the implementation of Collaborative Planning, an additional 4% (for a total of 55%) of students will score at proficiency, as evidenced by the 2024 State Assessment, by June 2024.

Monitoring:

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

Administrators (Dr. Tercilla and Mrs. Morin) will conduct quarterly data chats, attend monthly departmental meetings and follow-up with regular walkthroughs to ensure that the instructional implementation is used with fidelity. Data Analysis of formative assessments will be reviewed monthly to observe progress.

Person responsible for monitoring outcome:

Maria Tercilla (mtercilla@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 Collaborative Planning, our school will focus on the Evidenced-based intervention of Technology Integration. Technology Integration is the use of technology tools in general content areas is education in order to allow students to apply computer technology skills to learning and problem solving.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Technology Integration provides relevant, rigorous and innovative academics. It also provides equitable access to quality and innovative instructional 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 4 - Demonstrates a Rationale

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.

(August 14 - September 29, 2023) Science pre-test will be administered to all students in grades K - 5. This will result in teachers then meeting individually with students to set goals and review their strengths and areas of concerns.

Person Responsible: Alina Morin (amorin@dadeschools.net)

By When: This will be accomplished by September 29, 2023.

(August 14 - September 29, 2023) Students in grades 2-5 will use daily science bell ringers as indicated in the pacing guides. As a result, teachers will provide students with resources appropriate for student success.

Person Responsible: Alina Morin (amorin@dadeschools.net)

By When: This will be accomplished by September 29, 2023.

(August 14 - September 29, 2023) The Administrative Team will attend a monthly collaborative planning session by grade level, to review quarterly plans and integration of technology, as it pertains to science. This will result in teachers setting goals for students that will result in student success.

Person Responsible: Maria Tercilla (mtercilla@dadeschools.net)

By When: This will be accomplished by the end of each month.

#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.

According to data from the 2022 - 2023 School Climate Survey, only 45% feel staff morale is high. In addition, we had three teachers transfer to other locations during the summer 2023. Based on this data, we will be targeting teacher retention and recruitment to be able to achieve a positive school culture and environment.

Measurable Outcome:

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

Data from the 2022-2023 School Climate Survey indicates only 45% of staff feel staff morale is high. With the implementation of school spirit, pride and branding, we will increase staff morale by 10% as evidenced by the 2023-2024 School Climate Survey.

Monitoring:

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

Our area of focus will be monitored by school climate survey and percent of teacher participation in school activities such as: SWAT, Reading under the Stars, and Night of the Arts.

Person responsible for monitoring outcome:

Maria Tercilla (mtercilla@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 Teacher Retention and Recruitment, our school will focus on the Evidenced Based Strategy of School Spirit, Pride, and Branding. This encourages and promotes school spirit and pride through activities, such as changes to the school's physical environment, and/or participation in unique school traditions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy is that it promotes the physical, emotional and mental health of students and employees within and beyond the school.

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 4 - Demonstrates a Rationale

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.

(August 14 - September 29, 2023) Teachers will be invited to Coffee with the Principal first quarter to share concerns, successes and suggestions. As a result, teachers will feel an increase in staff morale.

Person Responsible: Maria Tercilla (mtercilla@dadeschools.net)

By When: This will be accomplished by September 29, 2023.

(August 14 - September 29, 2023) A social event will be planned during the first quarter to allow teachers and administrators to build relationships outside of the school setting. As a result, staff will have the opportunity to build relationships.

Person Responsible: Alina Morin (amorin@dadeschools.net)

By When: This will be accomplished by September 29, 2023.

(August 14 - September 29, 2023) We will implement a "Trading Spaces" activity where teachers will be allowed to select a day and time when an administrator will cover their class giving them the opportunity observe a colleague or to experience some of the administrators' daily responsibilities. This will result in teachers having the opportunity to build relationships.

Person Responsible: Maria Tercilla (mtercilla@dadeschools.net)

By When: This will be accomplished by September 29, 2023.

#4. Positive Culture and Environment specifically relating to Teacher Attendance

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.

Data from 2023 Power Bi indicates that 38% of staff had 10.5 + absences, as compared to the District and Tier 1 schools with 37%. Therefore, we will be targeting staff attendance to be able to achieve a positive school culture and environment.

Measurable Outcome:

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

Data from 2023 Power BI indicates that 38% of staff had 10.5 + absences, as compared to the District and Tier 1 schools with 37%. It is essential for staff to be present on a daily basis in order for students to succeed academically. By providing incentives to staff to be in school, we will decrease the number of staff with 10.5+ absences by 5 percent, as evidenced by data shown by June 2024 on Power BI.

Monitoring:

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

Our area of focus will be monitored by daily attendance reports and payroll sheet, showing a decrease of staff being absent from school.

Person responsible for monitoring outcome:

Maria Tercilla (mtercilla@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 Rewards and Incentives, our school will focus on the Evidenced Based Intervention of creating rewards and incentive programs, which will create an engaging learning environment, to assist in narrowing the absence gap and motivate staff to attend school daily.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Rewards and incentives refer to a school's leadership team creating rewards and incentive 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.

(August 14 - September 29, 2023) Teacher with perfect attendance for the month will be announced on WGGE News at the end of September, to increase staff morale.

Person Responsible: Caridad Somano (csomano@dadeschools.net)

By When: This will be accomplished by September 29, 2023.

(August 14 - September 29, 2023) Staff with perfect attendance for the first quarter will be invited to a luncheon with the principal. As a result, teachers will have the opportunity to build relationships.

Person Responsible: Maria Tercilla (mtercilla@dadeschools.net)

By When: This will be accomplished by the end of the First Quarter (October 26, 2023).

(August 14 - September 29, 2023) Conduct a survey to faculty and staff to determine reasons for excessive absences. As a result, teachers will have the opportunity to share their concerns and provide possible solutions.

Person Responsible: Maria Tercilla (mtercilla@dadeschools.net)

By When: This will be accomplished by September 29, 2023.

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 disseminated as follows:

The School Leadership Team determines areas of focus, as it pertains to data. At the Opening of Schools meeting, the SIP is shared with staff and feedback is elicited. The SIP will be reviewed by the region and presented to EESAC (comprised of teachers, parents, students and members of the community) for feedback and approval. Parents will be informed during the annual Title 1 Meeting that will take place at the beginning of the school year. The SIP will be posted on the school's website <https://greengladeelementary.net>, under Title I, in the Parent Resource Center and available in the Main Office. Progress will be discussed throughout the school year during Faculty and 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))

Greenglade Elementary builds 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. This is done by inviting parents to school activities such as Meet and Greet, Open House, Grandparents' Day, Parent Workshops, Reading under the Stars, Science with a Twist, Night of the Arts, Trunk or Treat, Pasta Night, etc.. Through these activities, parents, staff and community members have the opportunity to interact and develop relationships.

Parents and families will be invited to develop the Title I School-Level Parent and Family Engagement Plan. This plan serves as the official District-Level Parent and Family Engagement Plan (PFEP) required by Section 1116 of Every Student Succeeds Act for schools implementing the Title I program. This plan will be developed jointly with, and agreed upon by and distributed to, parents and family members of children attending schools participating in our school. In efforts towards improving the academic quality of the school, parents in our school be involved in the annual evaluation and redesign of the content and effectiveness of the PFEP.

Parents will be included as active members of Educational Excellence School Advisory Councils and other important decision-making bodies.

Title I Community Involvement Specialist(CIS) will work closely with parents by planning workshops and special parenting activities, calling parents, and making home visits, as needed. She will help promote educational support programs and provide an on-going channel of communication for participants, parents and the community.

Parents will receive Interim Progress Reports four times a year, as well as Report Cards four times a year. Parents will also stay informed of their child's progress through Schoology, Class DOJO, parent/ teacher conferences, and email.

School information will be posted on our website, social media sites and sent through school calendar and flyers.

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)

Greenglade Elementary strives to provide a strong academic program, ensuring quality of learning time and the opportunity for an enriched and accelerated curriculum. We are a Cambridge School and all of our teachers and students participate in Cambridge Global Perspectives. We also offer a full-time self-contained Gifted Program for students in grades first through fifth. We encourage parents to schedule all appointments after 3pm to ensure students do not miss out on instructional time.

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))

School counseling and school-based mental health services are provided by the school counselor and the Mental Health Coordinator. School counselors promote achievement through an annual comprehensive school counseling program that incorporates academic, career, and social emotional activities and resources. The program provides education, prevention and intervention activities for students to use in all aspects of their lives. The program teaches knowledge, attitudes and skills students need to acquire for academic, career and social/emotional development success. School Counselors work collaboratively with teachers, parents and administrators to identify students in need of counseling services. Counselor meets with students to identify needs and plan interventions accordingly. If long term services are required student is referred to Mental Health Coordinator. Counselor coordinates with teacher schedules to deliver classroom guidance lessons throughout the year.

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))

A school-wide Career Day is organized each school year to provide awareness of postsecondary opportunities and career options. Students attend a multitude of presentations that present them with different career options. In addition, the school has a Future Educators of America Club that also sponsors the "Let Me Show You the Way" ambassador program for newly registered students transitioning from another country or state. We also have the Future Bound Miami program encouraging parents of students in Kindergarten to begin a long-term savings account for their child's college or postsecondary education. The Safety Patrols model good behavior and the importance of following school rules. We also have the Elementary Honor Society where students are selected based on scholarship, leadership, service and character.

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

The school uses the early warning system to identify at risk students and target interventions. Before the end of the previous school year, the School's Leadership Team (SLT) reviews student data with the faculty and staff. Data including test scores, ESE information and behavior concerns are used to place students in appropriate homerooms and intervention classes. Students who did not meet high standards on the state-wide assessments are placed in Tier 2 interventions and are monitored by the MTSS/RtI Leadership Team to ensure adequate progress is made throughout the year.

The Attendance Review Committee (ARC) comprised of the Assistant Principal, Counselor, and Community Involvement Specialist, monitors daily attendance to identify and target students with excessive absences. Parents are contacted and a meeting is convened once the student has 5 or more absences, to develop a plan to assist with attendance. Students who achieve perfect attendance each quarter are rewarded with an ice cream sundae party. In addition, the homeroom class with the best attendance each quarter is invited to a donut party.

The school participates in Values Matter Miami to promote positive behavior and the importance of values. We also participate monthly in "Do the Right Thing" encouraging faculty and staff to nominate students who are caught doing good to others.

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

Professional learning opportunities are shared with faculty and staff throughout the school year to provide school personnel the opportunity to improve instruction and develop their craft. Two Professional Development Days are built into the calendar to ensure teachers have the opportunity to select topics that are pertinent to their needs.

New teachers are assigned a mentor teacher to provide guidance and answer any questions they may have. We have a teacher leader on our PLST who oversees new teachers and provides support and encouragement.

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))

Preschool students are invited to activities in the kindergarten classroom so that they are able to meet the teachers and spend time in the kindergarten classroom. They also plan special events where the kindergarten students do activities with the preschool children. A kindergarten orientation is planned for February so that parents can visit the school and learn about the program. We also offer weekly tours to allow parents and students from neighboring daycare programs to visit the school and learn about the different programs offered.

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: Benchmark-aligned Instruction | \$0.00 |
| 2 | III.B. | Area of Focus: Instructional Practice: Science | \$0.00 |
| 3 | III.B. | Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment | \$0.00 |
| 4 | III.B. | Area of Focus: Positive Culture and Environment: Teacher Attendance | \$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.

Yes