

Miami-Dade County Public Schools

# Greynolds Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Greynolds Park Elementary School

1536 NE 179TH ST, North Miami Beach, FL 33162

<http://greynolds.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.**

The mission of Greynolds Park Elementary School is to combine traditional classroom experiences with technological innovations to empower students to utilize a vast array of higher-order thinking skills necessary to become thinkers, problem solvers, and effective communicators in a diverse and challenging global society.

#### **Provide the school's vision statement.**

The vision of Greynolds Park Elementary School is to provide a world-class education in an environment that is caring, safe, sanitary, and exudes high expectations for all; to empower students to meet the challenges of tomorrow successfully.

### 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
Townsley, Janine	Principal	The principal manages the day-to-day school operations, sets learning goals for students and teachers, and monitors teachers' performance to improve instruction. In addition, the principal monitors student achievement and communicates with all stakeholders to promote school improvement. The principal implements safety protocols and emergency response procedures to promote a safe and productive learning environment to meet performance standards and promote students' social-emotional development. The principal will promote ongoing growth by cultivating leadership among faculty and staff.
Jolicoeur, Linda	Assistant Principal	Under the direction of the principal, the assistant principal assists in developing and establishing the school's goals through the School Improvement Process. The assistant principal also assists with implementing school safety procedures to ensure compliance, oversees and evaluates faculty and staff, and assists with coordinating activities. In addition, the assistant principal oversees the Multi-Tiered System of Support process, facilitates SST meetings, handles student discipline, and communicates with parents regarding concerns.
Datis, Isabelle	Reading Coach	The instructional coach supports teachers in analyzing student data, identifying students' needs, and setting learning goals. In addition, the instructional coach facilitates bi-weekly collaborative planning meetings to share best practices, develop standards-based lesson plans, and plan for data-based differentiated instruction. The instructional coach also supports teachers through modeling lessons to improve instruction and using the push-in model and small group interventions to provide students with additional support. The instructional coach also works collaboratively with the leadership team to analyze school-wide trends in instruction and address areas of need by implementing research-based instructional programs and practices.
Schoenlank, Inge	ELL Compliance Specialist	The ELL Compliance Specialist communicates with the parents, administrators, and teachers to support ELL students to increase performance. In addition, the ELL Compliance Specialist coordinates and facilitates ELL LEP Committee meetings and maintains ELL documents in the cumulative folder to ensure compliance. The ELL Compliance Specialist also provides students with the appropriate accommodations and support during small group instruction.
Vaval, Ketline	Math Coach	The instructional coach supports teachers in analyzing student data, identifying students' needs, and setting learning goals. In addition, the instructional coach facilitates bi-weekly

Name	Position Title	Job Duties and Responsibilities
		collaborative planning sessions to share best practices, develop standards-based lesson plans, and plan for data-based differentiated instruction. The instructional coach also supports teachers through modeling lessons to improve instruction and provides students with additional support through the push-in model and small group interventions. The instructional coach also works collaboratively with the leadership team to analyze school-wide trends in instruction and address areas of need by implementing research-based instructional programs and practices.
Heller, Laura	School Counselor	The counselor will foster the social and emotional development of all students through the implementation of Social Emotional Learning for students in primary grades. In addition, the counselor will facilitate classroom presentations to promote Social Emotional Learning, Anti-bullying campaign, and the Values Matters Campaign. The counselor will provide targeted students with individual or small group counseling sessions as well as assist teachers with the Multi-Tiered System for Support process for students in need of behavior interventions. Based on the specific needs of students and families, the counselor will make appropriate referrals to supporting community agencies to build students' capacity to meet academic, emotional, and social goals.
Patterson, Aide	Teacher, ESE	The ESE Liaison communicates with the parents, administrators, and teachers to support students with disabilities to increase performance. In addition, the ESE Liaison coordinates and facilitates IEP Team meetings and annual IEP reviews and maintains ESE documents in the cumulative folder to ensure compliance. In addition, the ESE Liaison provides students with appropriate accommodations and support during small group or one-on-one instruction according to the IEP.

### 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 reviews the data and collectively develops a draft of the School Improvement Plan, which is shared with all stakeholders at EESAC Meetings and Faculty Meetings to solicit input to modify the plan if anyone feels there are opportunities for improvement. Revisions to the drafted plan are made based on input. If there are no suggested modifications, then the drafted School Improvement Plan is voted on for approval as drafted. Once the stakeholders have reviewed the draft on the EESAC and Faculty and there are no other modifications suggested, a vote is taken to approve the School Improvement Plan by the EESAC and the Faculty.

**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 action steps in the SIP will be implemented as indicated in the school improvement plan. As action steps are implemented, the leadership team will monitor the effective implementation of said strategies and utilize student assessment data to measure the impact on student achievement as evidenced by student data. The leadership team will employ strategies such as weekly classroom walkthroughs, attending grade-level bi-weekly common planning, quarterly data chats with teachers, and the like to gather evidence of practical implementation. Furthermore, teachers will engage parents in ongoing communication regarding their child's progress as evidenced by a log of parent contacts.

As the leadership team gathers evidence of implementation and the impact that this has had on student performance, the leadership team will reflect on this data and develop additional strategies to continue to propel student achievement further as a result, modifications to the SIP will be made with the addition or continuation of strategies.

These strategies and the information utilized to develop these strategies will be presented to the EESAC and Faculty at designated time intervals to solicit input and support in advancing the school's goals as evident in the School Improvement Plan.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	94%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B

	2018-19: B 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## 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	12	6	8	11	8	0	0	0	45	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	1	11	9	16	16	0	0	0	53	
Course failure in Math	0	1	4	9	10	5	0	0	0	29	
Level 1 on statewide ELA assessment	0	1	4	9	10	5	0	0	0	29	
Level 1 on statewide Math assessment	0	0	0	5	24	20	0	0	0	49	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	20	27	28	28	0	0	0	113	

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	1	3	11	22	24	0	0	0	61

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	0	7	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	19	15	12	14	11	23	0	0	0	94	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	17	9	23	12	16	0	0	0	77	
Course failure in Math	0	8	5	12	12	25	0	0	0	62	
Level 1 on statewide ELA assessment	0	0	0	26	22	50	0	0	0	98	
Level 1 on statewide Math assessment	0	0	0	33	28	67	0	0	0	128	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	7	17	16	22	0	0	0	67

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	0	13	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	12	8	8	11	10	6	0	0	0	55	
One or more suspensions	0	0	0	0	0	3	0	0	0	3	
Course failure in ELA	0	14	5	21	19	5	0	0	0	64	
Course failure in Math	0	7	6	14	6	7	0	0	0	40	
Level 1 on statewide ELA assessment	0	0	0	24	26	22	0	0	0	72	
Level 1 on statewide Math assessment	0	0	0	29	21	27	0	0	0	77	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	21	23	35	29	29	0	0	0	149	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	5	29	26	22	0	0	0	88

**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	0	7	0	0	0	0	0	8
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*	50	60	53	45	62	56	43		
ELA Learning Gains				56			37		
ELA Lowest 25th Percentile				54			29		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Achievement*	56	66	59	42	58	50	42		
Math Learning Gains				39			27		
Math Lowest 25th Percentile				29			40		
Science Achievement*	47	58	54	27	64	59	26		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	60	63	59	64			43		

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

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

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	262
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	356

**2021-22 ESSA Federal Index**

Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	37	Yes	4	
ELL	46			
AMI				
ASN	83			
BLK	52			
HSP	46			
MUL				
PAC				
WHT	84			
FRL	53			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	39	Yes	3	
ELL	39	Yes	1	
AMI				
ASN				
BLK	40	Yes	1	
HSP	43			
MUL				
PAC				
WHT	64			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	43			

**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**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	50			56			47					60
SWD	29			29							4	54
ELL	43			49			38				5	60
AMI												
ASN	83			83							2	
BLK	49			49			55				5	50
HSP	43			53			38				5	61
MUL												
PAC												
WHT	80			87							2	
FRL	51			57			49				5	60

**2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>	<b>ELP Progress</b>
All Students	45	56	54	42	39	29	27					64
SWD	28	50	50	28	46	36	12					64
ELL	35	50	63	37	32	23	10					64
AMI												
ASN												
BLK	44	59	46	36	39	32	34					31
HSP	42	52	56	42	34	22	22					70
MUL												
PAC												

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
WHT	64			64								
FRL	44	55	53	41	38	27	25					63

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	43	37	29	42	27	40	26					43
SWD	19	0		21	7		0					50
ELL	39	54		40	37		37					43
AMI												
ASN												
BLK	37	31		36	24		21					40
HSP	46	48		44	31		30					43
MUL												
PAC												
WHT												
FRL	42	39	29	41	28	43	28					42

### 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	48%	56%	-8%	54%	-6%
04	2023 - Spring	49%	58%	-9%	58%	-9%
03	2023 - Spring	44%	52%	-8%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	57%	63%	-6%	59%	-2%
04	2023 - Spring	55%	64%	-9%	61%	-6%
05	2023 - Spring	48%	58%	-10%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	50%	-9%	51%	-10%

### 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.**

According to the 2022-2023 NGSSS data, 41% of 5th-grade students were proficient in Statewide Science Assessment. The contributing factor of students having limited opportunity to apply science concepts, applications, and limited hands-on lab to build science comprehension.

The component showing the lowest performance is ELA. According to the PM3 data, 47% of the students in grades 3-5 were proficient. Across all grade levels, Figurative Language, Text Structure, and Features. The contributing factors were grade level expectations for the standard required clarification due to the complexity of the question strands. The trends found were that this was a standard for students across all grade levels to struggle with mastery.

**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 most significant decline from the prior year is 2nd Grade Reading. According to the 2022 SAT -10 Median Percentile, 50% of our students scored at or above the 50th percentile in Reading. This year, only 41% of our students met the 50th percentile on the 2023 STAR Median Percentile. This decline contributed to the inconsistency in implementing reading tutoring targeted for this grade level. Since the targeted reading tutoring was provided after lunch and limited the allocated time scheduled for intervention.

**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 component with the greatest gap compared to the state average is fourth-grade ELA. The state average in this category was 58% compared to our school at 49% for the 2022-2023 FAST data. The contributing factors to the gap are new assessments, new standards in ELA, and the high number of ELL students. We do not recognize any trends in this category proficiency increased from last year.

**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 mathematics, with an increase of 9% points. The contributing factors were the use of the state's math transition documents, the correlation between the use of the Big Ideas Math Series alongside bi-weekly collaborative planning to address topic assessments using Performance Matter to drive instruction, IXL to support foundational skills needed to support proficiency, ACALETICS program as the daily bellringer, and a year-long math interventionist with push-in support for differentiated instruction.

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

The EWS data shows a need to improve the overall attendance percentage, focusing on students with 6-10 absences. The 2022-2023 data indicates that 23% of students were absent 6-10 or more days throughout the school year.

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

Our highest priority for school improvement in the upcoming school year will be a year-long implementation with fidelity of computer programs for differentiated instruction using Lexia Core Five, ACALETICS, Moby Max, and continuing the three hourly interventionists to support student learning efforts.

**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 Small Group 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 2022-2023 FAST PM3 data, 47% of 3rd-5th grade students were proficient in ELA compared to the state average of 50% and district average of 51%. Based on the data and the identified contributing factors of many students new to the school/country and teacher transitions, we will implement the Targeted Elements of small-group instruction. Thus, enabling teachers to meet the unique and diverse needs of students.

**Measurable Outcome:**

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

If we successfully implement small group instruction, at least 55% of students will demonstrate progression, as evident by the Florida Assessment of Student Thinking.

**Monitoring:**

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow up with regular classroom walk-throughs to ensure that quality instruction is taking place.

**Person responsible for monitoring outcome:**

Janine Townsley (pr2281@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.)

Flexible Strategic Grouping will enable teachers to provide tailored instruction for small group instruction utilizing ongoing progress monitoring assessments.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Flexible Strategic Grouping will ensure that teachers are meeting the learning needs of all learners by whole-class, small-group, and individual instruction thus resulting in a greater student proficiency on standards-based assessments.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

8/14 - 9/29 With the support of the school leadership team, grade-level teams will work collaboratively to analyze and utilize data to create and enrich small-group instruction based on students' needs. As a result of effective small-group instruction, student performance in reading will increase.

**Person Responsible:** Isabelle Datis (272704@dadeschools.net)

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

8/14 - 9/29 Develop a reading culture by implementing a book club, lunch enrichment activities, and MyOn competitions. As a result, student interest in reading books will increase reading comprehension.

**Person Responsible:** Janine Townsley (pr2281@dadeschools.net)

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

8/14 - 9/29 Utilize the media center as the heart of the school where teachers can access materials, students can explore resources, and all can feel loved and valued. As a result, an increase in academic support will increase student performance.

**Person Responsible:** Isabelle Datis (272704@dadeschools.net)

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

**#2. Positive Culture and Environment specifically relating to Early Warning System****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 attendance data, 40% of students and 24% of staff were absent for ten or more days. Based on the data and the identified contributing factors of high absenteeism. We will implement the strategy of attendance initiatives to encourage daily attendance at school.

**Measurable Outcome:**

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

If we successfully implement Attendance Incentives, students and teachers attendance will improve. Last year, 40% of students and 24% of teachers were absent for ten or more days. This year, we aim to decrease this to 30% or fewer of students missing ten days or more of school and 10% or fewer of teachers missing ten days or more of school. This increased attendance will translate into increased teaching and learning time and, thus, greater student achievement.

**Monitoring:**

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

The leadership team will monitor the attendance of students and teachers daily and follow up with families or teachers when absences occur to mitigate unexcused absences and encourage daily attendance.

**Person responsible for monitoring outcome:**

Linda Jolicoeur (lindac@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.)

Attendance incentives will motivate students and staff to attend and engage in school daily.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Attendance incentives will ensure that teachers and students attend school daily as often as possible, thus engaging in teaching and learning to increase student performance.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

8/14 - 9/29 Teachers will incorporate incentives and prizes, such as weekly stickers and shoutouts for students with perfect attendance. Classes with perfect attendance will be recognized on the morning announcements. Teachers will monitor student attendance daily per subject area via gradebook and reach out to parents after two absences.

**Person Responsible:** Laura Heller (lheller@dadeschools.net)

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

8/17 - 9/29 The Attendance Review Committee will monitor and conduct conferences with parents of students with five or more absences within a marking period.

**Person Responsible:** Linda Jolicoeur (lindac@dadeschools.net)

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

8/14 - 8/29 Administrators will promote and incentivize faculty and staff attendance by utilizing treats for teachers with perfect weekly attendance.

**Person Responsible:** Janine Townsley (pr2281@dadeschools.net)

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

**#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****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 2021-2022 data, 39% of SWD, 39% of ELL, and 40% of Black subgroups fell below the 41% threshold in reading, math, and science. The 2022-2023 FAST PM3 data, the SWD, ELL, and Hispanic subgroups fell below the 41% threshold in reading, the SWD subgroup below 41% in mathematics, and the ELL and Hispanic subgroup below the 41% threshold in science. Based on the contributing factors of an increased number of ESOL students and a lack of student readiness to complete grade level work is limited. Therefore, the school will implement the targeted intervention element for the subgroups in core subject areas.

**Measurable Outcome:**

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

If we successfully implement Tier 2 and Tier 3 intervention with fidelity, then at least 42% of students will achieve proficiency in the content area of reading and ESSA subgroups.

**Monitoring:**

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

The Leadership Team will conduct walkthroughs, quarterly data chats, and progress monitoring within the subgroups to ensure an increased proficiency in reading.

**Person responsible for monitoring outcome:**

Isabelle Datis (272704@dadeschools.net)

**Evidence-based Intervention:**

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

English Language Learners (ELL) Strategies for intervention will be implemented to help language learners use language more effectively and assist them in carrying out tasks from the very onset of learning.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The Reading Horizons Intervention program provides students with a structured, gradual-release model of learning. The intervention will ensure that students are provided with small group instruction that utilizes the gradual release model to meet their unique learning needs, thus resulting in greater student proficiency on standards-based assessments.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

8/14 - 9/29 During collaborative planning, the teacher will discuss and implement vocabulary development, activate background knowledge, and use visual aids during reading instruction.

**Person Responsible:** Isabelle Datis (272704@dadeschools.net)

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

8/14 - 9/29 Provide teachers with professional development and strategies to effectively utilize ESOL strategies and scaffold materials with fidelity for all content areas.

**Person Responsible:** Inge Schoenlank (ischoenlank@dadeschools.net)

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

8/14 - 9/29 Provide teachers with multisensory resources to build understanding and comprehension for all content areas.

**Person Responsible:** Inge Schoenlank (ischoenlank@dadeschools.net)

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

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

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

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

According to the 2022-2023 NGSSS data, 41% of 5th-grade students were proficient in Statewide Science Assessment compared to the state average of 51% and district average of 52%. Based on the data and the identified contributing factor of students having limited opportunity to apply science concepts and applications, we will implement the targeted element of an Interactive Learning Environment for students to show proficiency in their culminated elementary science education as evidenced by the Statewide Science Assessment.

**Measurable Outcome:**

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

If we successfully implement interactive science learning environments, then at least 50% of students will demonstrate mastery of science content, as evident by the results of the NGSSS Assessment.

**Monitoring:**

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

The Leadership Team will conduct quarterly data chats with Primary to grade 4 teachers, and ongoing fifth-grade topic assessments will be analyzed with teachers to adjust groups for remediation or enrichment based on current data in real-time and follow-up with regular classroom walk-throughs to ensure that quality instruction is taking place.

**Person responsible for monitoring outcome:**

Janine Townsley (pr2281@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.)

Interactive Learning Environments allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of prerequisite skills, academic vocabulary, and instructional/metacognitive processes.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

An Interactive Learning Environment will ensure that teachers are prepared to present lessons clearly and skillfully using explicit instruction and hands-on labs to build the connection and comprehension of science benchmarks.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

8/14 - 9/29 Provide initial instruction that supports or enhances students' hands-on labs to increase the understanding of science concepts. As a result, students' knowledge of scientific concepts will be

increased, enabling them to create connections to the real world and increase their understanding of science.

**Person Responsible:** Ketline Vaval (kvaaval@dadeschools.net)

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

8/14 - 9/29 To tier student instruction, data from the District's Science Baseline, topic assessment, and quarterly assessments will be utilized. As a result, teachers will provide appropriate instruction with appropriate resources to increase students' science skills and comprehension.

**Person Responsible:** Janine Townsley (pr2281@dadeschools.net)

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

8/14 - 9/29 Provide teachers with instructional coaching support and materials to enhance the interactive learning environment through hands-on labs. As a result, students will apply scientific investigation to increase comprehension.

**Person Responsible:** Ketline Vaval (kvaaval@dadeschools.net)

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

8/14 - 9/29 Conduct classroom walkthroughs to monitor targeted science lessons with opportunities for hands-on labs that will build comprehension and connection in science curricula. As a result, walkthroughs will ensure science instruction through an interactive learning environment, resulting in gains evidenced by student data.

**Person Responsible:** Linda Jolicoeur (lindac@dadeschools.net)

**By When:** August 14 - 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)).

The school improvement funding allocations that were used to ensure the resources based on the needs of students were extended learning opportunities, afterschool tutoring, ELL tutoring, Winter Break and Spring Break Academy. The leadership team meet with EESAC to discuss the need of students and allocations that were provided to increase student academic achievement.

### 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**

Instructional practices specifically to Reading/ELA will be utilized in grades K-2 through data-driven, small-group instruction, Standards-Based Collaborative Planning using standard-aligned resources and research-based strategies, such as close reading, which will ensure students are exposed to grade-level, standard-based instruction that targets student needs and deficiencies. This strategy was chosen based on percentile rankings, as evidenced by F.A.S.T PM 3. There is an indication of a need to align instruction to target student deficiencies. This will ensure students achieve grade-level proficiency by the end of the school year. Teachers can routinely assess and evaluate student proficiency and progress on grade-level assessments and promptly address deficiencies. Teachers can use data to provide an intervention addressing students' needs and weaknesses.

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

According to the FAST PM3 data, 47% of students in grades 3-5 were proficient in Reading. Instructional practices specifically to Reading/ELA will be utilized in grades 3-5 through data-driven, small-group instruction utilizing Standards-Based Collaborative Planning, standards aligned resources and research-based strategies, such as close reading, which will ensure students are exposed to grade-level, standard-based instruction that targets student needs and deficiencies. This strategy was chosen based on proficiency levels, as evidenced by F.A.S.T PM 3. There is an indication that teachers need to routinely assess and evaluate student proficiency and progress on grade-level assessments and address deficiencies on time. Teachers can utilize data provided during and beyond the school-day intervention to support students.

**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

Based on the 2023 PM3 data, 46% of students in Grades K-2 met the median percentile. Kindergarten will increase the percentage of students scoring on grade level to 60% by the Spring Administration of the F.A.S.T. First grade will increase the percentage of students scoring on grade level to 55% of all students by the Spring Administration of F.A.S.T. Second grade will increase the rate of students scoring on grade level to 50% of all students by the Spring Administration of F.A.S.T PM3.

## Grades 3-5 Measurable Outcomes

Based on the 2023 PM3 data, 47% of 3rd - 5th grade students met proficiency. Third Grade will increase the percentage of students scoring on grade level to 55% of all students by the Spring Administration of F.A.S.T. Fourth Grade will increase the rate of students scoring on grade level to 65% of all students by the Spring Administration of F.A.S.T. Fifth Grade will increase the percentage of students scoring on grade level to at least 65% of all students by the Springs Administration of F.A.S.T PM3.

## Monitoring

### Monitoring

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

The Area of Focus will be monitored throughout the school year by utilizing data trackers and ongoing progress monitoring results. The leadership team will facilitate collaborative planning and data chats to ensure the development of lesson plans aligned with the standards and include small-group instruction. Classroom walk-throughs will be conducted to monitor the implementation of standard aligned, small-group instruction where data is utilized to adjust groups and instruction.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Townsley, Janine, pr2281@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?

With the Targeted Element of ELA, our school will focus on the evidence-based Standards-Based Collaborative Planning incorporating intervention of data-driven instruction, differentiated and small-group instruction, allowing students to have lessons tailored to meet their individual interests, needs, and strengths. With this technique, the teacher adjusts the instruction to complete and target students'

needs. To do so, the teacher modifies the process, content, environment, or product to support student learning.

### **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?

Standards- Based Collaborative Planning will focus on data-driven instruction will ensure that our teachers are utilizing relevant and current data to plan for differentiated and small-group instruction and will allow students to process information so they may fully understand the standards. It allows students to learn how to take control, monitor, and stay engaged with their learning.

### **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
Students in Grades K through 5 will complete the PM1 assessment by September 29, 2023. Teachers will meet with the leadership team in order to analyze the results and develop DI groups and tier intervention groups.	Jolicoeur, Linda, lindac@dadeschools.net
During Tier 1 core instruction, teachers will utilize McGraw-Hill and implement the embedded activities and resources for differentiated and small-group instruction within the series. Literacy Coaches will provide routine push-in support to facilitate small-group instruction. Teachers and coaches will discuss and plan for small-group instruction during collaborative planning.	Townsley, Janine, jtownsley@dadeschools.net
The leadership team will conduct weekly walk-throughs to monitor the implementation of small group instruction during the reading instructional block. The reading coach will collaboratively plan with teachers for professional learning to provide available resources, push-in support, and track student data to ensure the fidelity of small-group instruction.	Datis, Isabelle, 272704@dadeschools.net

## **Title I Requirements**

**Schoolwide Program Plan (SWP) Requirements**

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

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

List the school's webpage\* where the SIP is made publicly available.

The SIP and progress will be shared and disseminated through monthly faculty, shared at least four times during EESAC meetings, and at Parent Meetings. In addition, the SIP will be publically available on the school's webpage at <http://greynolds.dadeschools.net>. The SIP is located under the parent resources tab.

**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))

Administrators will be easily accessible by being present at the opening and closing of each school day so that parents can speak with them if they have any concerns. Additionally, the administrators will ensure that parents are informed by providing ongoing communication from the school through e-mail, flyers, letters, and school messenger phone calls about school events, operations, upcoming academic meetings, or activities parents can engage in to benefit their child. Furthermore, teachers will communicate with parents through letters, e-mails, phone calls, discussions, and apps on an ongoing basis regarding their child's progress. Additionally, the Community Involvement Specialist will assist families in getting more involved with their child's education. Furthermore, parents will be invited to participate in EESAC, PTA, and Parent Meetings, where information about the school improvement plan and students' progress are discussed. The school webpage where the Family Engagement Plan is publically available is <http://greynolds.dadeschools.net>. The SIP is located under the parent resources tab.

**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 will strengthen the academic program of the school by using small-group instruction and intervention strategies. We will effectively implement Tier 2 and 3 interventions for students who struggle during and beyond the school day. We will utilize a multi-sensory approach and ESOL strategies to empower students to meet the BEST standards' rigors successfully.

**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))**

Tier I school-wide presentations, assemblies, and programs like Values Matter. Tier II (Small group counseling) and Tier III (individual counseling) are provided for students who are in need, using data from the Early Warning System Indicators and referrals from school faculty and staff. Mentoring is case-by-case, using CICO (check-in/checkout) strategies.

**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))**

Provide elementary-level lessons with exposure to various careers in the workforce.

**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).**

Tier I school-wide presentations, assemblies, and programs like Values Matter.

Tier II (Small group counseling) and Tier III (individual counseling) are provided for students in need, using data from the Early Warning System Indicators and referrals from school faculty and staff. Mentoring is case-by-case, using CICO (check-in/checkout) strategies.

**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 administration conducts data chats with teachers. When a student demonstrates low learning gains, the counselor may be made aware to assist with any factors impeding the student's access to their education.

**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 school counselor works with the Pre-K teachers, and the students are prepared for kindergarten using a school tour and meeting faculty outside of the PLC.

## 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: Small Group Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00

3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00

### Budget Approval

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

No