Eneida M. Hartner Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Eneida M. Hartner Elementary School

401 NW 29TH ST, Miami, FL 33127

http://www.dade.k12.fl.us/hartner/

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 school celebrates individuality, diversity, and creativity. We focus on incorporating technology, and providing opportunities for students to collaborate, communicate, and think critically about real-world problems.

Provide the school's vision statement.

Our vision is to educate global citizens for the 21st century.

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
Goa, Tangela	Principal	Leads teachers and staff in ensuring a quality educational environment is maintained while overseeing the daily activities and operations within the school. Main duties involve supervising staff and ensuring the school environment is safe for all students and staff members; overseeing the implementation of school policies; and, helping teachers maximize their teaching potential in order to maximize student learning.
Marban, Anailene	Assistant Principal	Assists the principal in leading teachers and staff in providing a quality educational environment while assisting with daily operations and activities within the school. Main duties involve supporting the implementation of school improvement initiatives; supporting and supervising teachers and staff; and, providing instructional leadership to improve teaching and learning outcomes.
Castro-Sanchez, Patricia	Teacher, K-12	Instructs K-5 students in Reading, Language Arts Writing, Math, Science, and Social Science. Prepares lessons and assesses students' progress towards grade level standards. Maintains attendance and grading records as required by the district. Maintains discipline in the classroom and meets with parents to discuss students progress. Participates in faculty meetings as well as participates in professional development. Ms. Sanchez currently teaches ESOL to grade 2-5 students.
Delgado, Janyce	Teacher, K-12	Instructs K-5 students in Reading, Language Arts Writing, Math, Science, and Social Science. Prepares lessons and assesses students' progress towards grade level standards. Maintains attendance and grading records as required by the district. Maintains discipline in the classroom and meets with parents to discuss students progress. Participates in faculty meetings as well as participates in professional development. Ms. Delgado currently teaches first grade.
Okab, Reem	Teacher, K-12	Instructs K-5 students in Reading, Language Arts Writing, Math, Science, and Social Science. Prepares lessons and assesses students' progress towards grade level standards. Maintains attendance and grading records as required by the district. Maintains discipline in the classroom and meets with parents to discuss students progress. Participates in faculty meetings as well as participates in professional development. Ms. Okab currently teaches third grade.

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 Educational Excellence School Advisory Council (EESAC) is comprised of teachers/school staff, parents, and business representatives. The EESAC meets quarterly to discuss school improvement initiatives and assist in the development of the School Improvement Plan (SIP). The EESAC is

responsible for final decision-making at
the school relating to implementation of the SIP.

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

The school's EESAC is charged with the progress monitoring of SIP goals and strategies. A review of
SIP progress-monitoring data is conducted at every meeting. Data analysis includes student
achievement data in Reading and Math as well as evidence of strategy implementation. SIP reviews are
conducted in the fall, winter, and spring and used to develop/modify action steps to ensure continuous
improvement. SIP end-of-year reviews are conducted to solicit feedback in regards to achievement of
the SIP goals and strategies. Additionally, formative and summative school data is used to develop new
goals and initiatives for the upcoming school year.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	6	2	0	0	1	0	0	0	10
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	18	14	19	14	15	0	0	0	80
Course failure in Math	0	20	19	18	8	19	0	0	0	84
Level 1 on statewide ELA assessment	0	0	0	38	23	46	0	0	0	107
Level 1 on statewide Math assessment	0	0	0	31	21	42	0	0	0	94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	22	62	54	87	72	101	0	0	0	398

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	112	89	193	138	224	0	0	0	756

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	0	0	6	0	0	0	0	0	6
Students retained two or more times	0	0	0	6	0	0	0	0	0	6

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	13	7	4	5	6	7	0	0	0	42
One or more suspensions	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	5	16	22	6	15	0	0	0	64
Course failure in Math	0	10	13	13	8	13	0	0	0	57
Level 1 on statewide ELA assessment	0	0	0	17	29	30	0	0	0	76
Level 1 on statewide Math assessment	0	0	0	13	15	24	0	0	0	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	13	25	19	26	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	1	0	0	11	0	0	0	0	0	12
Students retained two or more times	0	1	1	1	0	0	0	0	0	3

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	13	7	4	5	6	7	0	0	0	42
One or more suspensions	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	5	16	22	6	15	0	0	0	64
Course failure in Math	0	10	13	13	8	13	0	0	0	57
Level 1 on statewide ELA assessment	0	0	0	17	29	30	0	0	0	76
Level 1 on statewide Math assessment	0	0	0	13	15	24	0	0	0	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	13	25	19	26	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	1	0	0	11	0	0	0	0	0	12
Students retained two or more times	0	1	1	1	0	0	0	0	0	3

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*	34	60	53	36	62	56	38		
ELA Learning Gains				51			38		
ELA Lowest 25th Percentile				35			20		
Math Achievement*	48	66	59	56	58	50	43		
Math Learning Gains				65			33		
Math Lowest 25th Percentile				43			40		
Science Achievement*	35	58	54	35	64	59	20		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	56	63	59	59			47		

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	211
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	2	
ELL	35	Yes	2	
AMI				
ASN				
BLK	44			
HSP	41			
MUL				
PAC				
WHT				
FRL	40	Yes	1	

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	36	Yes	1	
ELL	40	Yes	1	
AMI				
ASN				
BLK	57			
HSP	46			
MUL				
PAC				
WHT				
FRL	48			

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	34			48			35					56
SWD	18			32			38				5	48
ELL	21			46			29				5	56
AMI												
ASN												
BLK	50			42			40				3	
HSP	28			48			34				5	57
MUL												
PAC												
WHT												
FRL	38			45			38				5	43

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	36	51	35	56	65	43	35					59
SWD	15	17	20	50	52							59
ELL	24	42	29	53	58	31	27					59
AMI												
ASN												
BLK	59	56		58	56							
HSP	30	49	36	55	67	43	29					59
MUL												
PAC												
WHT												
FRL	38	49	35	56	66	40	38					59

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	38	38	20	43	33	40	20					47
SWD	25	31		39	38		21					37
ELL	34	38	18	46	43	50	21					47
AMI												
ASN												
BLK	48	42		48	50		27					
HSP	34	37	21	41	28	38	17					45
MUL												
PAC												
WHT												
FRL	39	41	23	42	33	31	22					48

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	31%	56%	-25%	54%	-23%
04	2023 - Spring	33%	58%	-25%	58%	-25%
03	2023 - Spring	33%	52%	-19%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	39%	63%	-24%	59%	-20%
04	2023 - Spring	59%	64%	-5%	61%	-2%
05	2023 - Spring	35%	58%	-23%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	50%	-21%	51%	-22%

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.

GR 3-5 PM3: ELA proficiency was 39%, a 3-percentage point increase from 36% in 2022. ELA proficiency was 16 percentage points below the district's average of 55%. 21% of SWD students scored at proficiency in ELA, a 14 percentage point increase from 7% in 2022. ELA proficiency has trended in in the low 30's since 2020, prior to that proficiency was 49% in 2018 and 46% in 2019. Our goal for the past two years has to increase proficiency to 50%. Despite some improvements in student achievement, ELA remains the lowest performing subject area and proficiency remains below 50%.

GR K-5 I-READY AP3: I-Ready Reading diagnostic AP3 results indicated that Vocabulary and Comprehension (Informational) were the two lowest scoring domains. Analysis of grade level performance in Reading showed that the grade levels with the lowest percent of students at/or above grade level was first grade (36% green) and fifth grade (34% green).

GR K-2 STAR: The average percent of students scoring at/above benchmark on the Star/Star Early Literacy PM3 assessment was 42%. Analysis of grade level performance indicates that kindergarten had the lowest percent of students scoring at/above benchmark. In kindergarten, 29% of students scored at/ above benchmark in the spring, an increase of 13 percentage points over the fall administration. In first grade, 45% of students scored at/above benchmark in the spring, an increase of 17 percentage points

over the fall administration. In second grade, 52% of students scored at/above benchmark in the spring, a decrease of 5 percentage points over the fall administration.

Contributing factors impacting low performance over the years have included gaps in foundational skills. Though foundational skills have been strengthened, limited language and vocabulary skills remain an area of need which directly impact analytical reading skills.

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

GR 3-5 FAST PM3: Currently, Math demonstrated the greatest decline when compared to the previous year. 44% of grade 3-5 students scored at proficiency on PM3, a 12 percentage point decrease in proficiency when compared to the 2022 Math FSA, whereas students scored at 56% proficiency. Although this data is contingent upon the calibration of updated cut scores in the fall, we are concerned with the decline in math performance.

Additionally, ELA proficiency remains low. 31% of grade 3-5 students scored at proficiency, a 5 percentage point decline from 2022 wherease 36% of students scored at proficiency.

GR K-5 I-READY AP3: The percent of students scoring at Tier 1 on the i-Ready Math AP3 also declined from the previous year. In 2022, 60% of K-5 students scored at Tier 1 (Green) on the AP3 diagnostic test, while on the 2023 AP3 Math, 48% of K-5 scored at Tier 1 (Green), a decrease of 12 percentage points.

Factors that may have contributed to a decline in math performance include lack of math coach to support teachers during collaborative planning and implementation of new math standards and textbook series.

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.

GR 3-5 FAST PM3: ELA data had the greatest gap when compared to the state average. In grade 3, the percent of students scoring at/above proficiency in the state was 53%, while the school scored 21 percentage points below at 32%. In grade 4, the percent of students scoring at/above proficiency in the state was 54%, while the school scored 22 percentage points below the state at 32%. In grade 5, the percent of students scoring at/above proficiency in the state was 55% while the school scored 24 percentage points below the state at 31%.

GR K-5 I-READY: Though i-Ready data have shown improvements in foundational skills (Phonological Awareness, Phonics, and High Frequency Words) over the recent years, the Vocabulary and Comprehension domains have shown limited improvement. Because vocabulary is a key component of reading comprehension, a schoolwide focus on improvement vocabulary instruction is needed to strengthen comprehension.

New actions to be taken to address this need for improvement include strengthening Tier 1 instruction to include implementation of strategies that support vocabulary development. Additional instructional support will be allocated to the lowest 25th percentile subgroups to include additional interventions, tutorials, and progress monitoring.

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

GR 3-5 FAST PM3: Math demonstrated the most improvement when comparing PM1 to PM3. Grade 3-5 students went from 4% scoring at proficiency on PM1 to 44% scoring at proficiency on PM3, a 40

percentage point improvement since the fall. Analysis of grade level performance indicates that 40% of third graders, 59% of fourth graders, and 36% of fifth graders scored at proficiency. Fourth graders were only 2 percentage points below the state average of 61%, while third graders were 10 percentage points below the state average of 59% and fifth graders were 19 percentage points below the state average of 55%. When comparing math proficiency among third through fifth grade students, fourth graders scored the highest.

Actions taken to support improvement in this area included a focus on building conceptual understanding during math instruction through increased student engagement in hands-on learning; collaborative planning, use of BEST instructional guide during instructional planning, and the implementation of extended-day tutorials for students.

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

GR 3-5 FAST PM3: Reading proficiency remains an area of concern as only 31% of students scored at proficiency on the grade 3-5 FAST ELA and an average of 42% scored at/above benchmark on the grade K-2 Star Early Literacy/Reading assessment. Reading proficiency has been below 50% since 2018. Our goal continues to be to increase reading proficiency to 50%.

Math proficiency is a potential area of concern due to 12 percentage point decline, from 56% on the 2022 FSA Math to 44% on the 2023 FAST PM3 Math. Analysis of i-Ready Math AP3 data indicates that 56% of grade K-5 students demonstrated proficiency in the Number Operations domain. Strengthening skills in this foundational domain will support students to excel in more complex mathematical thinking.

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

#1: Reading: Focus on schoolwide vocabulary instruction to support reading comprehension.
#2: Writing: Focus on schoolwide writing instruction to enhance skills development in text-based analytical writing.
#3: Mathematics: Focus on improvement of numeracy skills to free-up mental resources needed for higher level thinking and complex processes needed to multi-step word problems.

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 Instructional Coaching/Professional Learning

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

According to the 2023 FAST PM3 data, grade 3-5 ELA proficiency was 39%, 16 percentage points below the district's average of 55% and 15 percentage points below the state's average of 54%. Grade 3-5 Math proficiency was 52%, a 4-percentage point decrease from 56% in 2022. Math proficiency was 9 percentage points below district's average of 62% and 2 percentage points below the state's average of 58%.

Based on the data and the identified contributing factors of a high percentage of students with limited English proficiency, schoolwide deficiencies in vocabulary, numeracy skills, and grade level readiness, we will implement the targeted element of Instructional Coaching/Professional Learning. Participation in professional learning will support teachers in strengthening Tier 1 instruction and close achievement gaps amongst students in our lowest 25th percentiles in Reading and Math.

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

If the targeted element of Instructional Coaching/Professional Learning is successfully implemented, grade 3-5 ELA and Math instruction will be enhanced and proficiency on the 2024 FAST PM3 will increase by at least 5 percentage points.

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

The Leadership Team (Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Patricia Sanchez, PD Liaison; Janyce Delgado, Teacher Leader; Reem Okab, Teacher Leader) will meet monthly to plan for and monitor the implementation of professional learning initiatives at the school. The administration will conduct walkthroughs to monitor that professional learning initiatives are being incorporated into lesson plans and instruction.

Person responsible for monitoring outcome:

Patricia Castro-Sanchez (pcsanchez@dadeschools.net)

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

Within the targeted element of Instructional Coaching/Professional Learning we will focus on the evidenced-based interventions of Job-Embedded Professional Development (JEPD) and Academic Vocabulary Instruction.

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

JEPD affords teachers the opportunity to learn instructional practices from one another by pursuing authentic solutions to immediate problems of practice. Academic Vocabulary Instruction is essential to building the vocabulary skills and background knowledge needed to support understanding of concepts and texts.

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.

1. Initiate a learning walk calendar to provide teachers the opportunity to observe effective instructional strategies from colleagues. As a result, teachers will more effectively carry out these strategies with their students.

Person Responsible: Anailene Marban (amarban@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

2. Provide professional learning on explicit vocabulary instruction with an emphasis on word learning strategies and activities that can be implemented daily. As a result, teachers will incorporate vocabulary strategies that will enhance instruction and student learning.

Person Responsible: Anailene Marban (amarban@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

3. Coordinate a date for each grade level to share a resource or strategy during faculty meetings to promote collegial learning. As a result, teachers will gain knowledge of resources and strategies that can be used with students to support learning.

Person Responsible: Anailene Marban (amarban@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

#2. 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 2023 FAST PM3 data, grade 3-5 ELL ELA proficiency was 11%; grades 3-5 SWD ELA proficiency was 21%; grades 3-5 ELA proficiency among Hispanic students was 33%; grades 3-5 ELA proficiency among Black students was 26%: and, grades 3-5 proficiency among Economically Disadvantaged Students was 38%.

Based on the data and the identified contributing factors of inconsistent use of instructional scaffolds to support diverse learner needs, insufficient time allotted for practice and mastery of new skills, and below grade level readiness, we will implement the targeted element of Differentiation. Differentiation provides accommodations and supports to better meet the diverse needs of learners.

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

If the targeted element of Differentiation is successfully implemented, students will strengthen their Reading skills and ELA proficiency will increase by at least 5 percentage points on the 2024 FAST ELA PM3.

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

The Leadership Team (Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Patricia Sanchez, PD Liaison; Janyce Delgado, Teacher Leader; Reem Okab, Teacher Leader) will meet monthly to review ESSA subgroup ELA data and allocate support as needed. The administration will conduct walkthroughs to monitor the implementation of instructional scaffolds, interventions, and extended-learning opportunities to provide feedback and support.

Person responsible for monitoring outcome:

Anailene Marban (amarban@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 Differentiation we will focus on the evidenced-based interventions of Interactive Learning Environment, Interventions, and Extended Learning Opportunities.

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

Struggling learners benefit from a learning environment where instructional scaffolds are provided to support prerequisite skills acquisition, academic vocabulary, and instructional/metacognitive processes. Through an interactive learning environment, interventions and extended learning opportunities, these students can be provided with the additional time and support needed to practice and master skills.

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.

1. Strategic scheduling of ELL and SWD students in classrooms to maximize resources, support, and differentiation. As a result, resources can be more effectively allocated to support students differentiated needs.

Person Responsible: Anailene Marban (amarban@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

2. Partnering of ELL Level 1 students with peers to maximize English discourse and accelerate language acquisition. As a result, students will experience increased exposure to second language and further develop their social and academic language skills.

Person Responsible: Anailene Marban (amarban@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

3. Provide teachers with research and strategies on mnemonic techniques to support ESSA subgroups with retention and retrieval of information. As a result, teachers will be able to incorporate mnemonic techniques into their teaching and support learners.

Person Responsible: Anailene Marban (amarban@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

#3. Instructional Practice specifically relating to Student Engagement

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

According to the 2023 FAST PM3 data, grade 3-5 ELA proficiency was 39%, 16 percentage points below the district's average of 55% and 15 percentage points below the state's average of 54%; grade 3-5 Math proficiency was 52%, 9 percentage points below the district's average of 62% and 5 percentage points below the state's average of 58%; and, Grade 5 science proficiency was 35%, 15 percentage points below the district's average of 50% and 16 percentage points below the state's average of 51%.

Based on the data and the identified contributing factors of limited implementation of varied activity formats/modalities, student collaboration, and hands-on learning, we will implement the targeted element of Student Engagement. Engagement encompasses active involvement, commitment, and concentrated attention that is a well-established predictor of positive learning outcomes. Students benefits from varied activity formats and modalities to maintain their attention and active participation. Students who lack motivation and interest benefit from engaging and interactive learning environments.

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

If the targeted element of Student Engagement is successfully implemented, students will strengthen their Reading, Math, and Science skills and proficiency in the subject area will increase by at least 5 percentage points on the 2024 FAST PM3.

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

The Leadership Team (Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Patricia Sanchez, PD Liaison; Janyce Delgado, Teacher Leader; Reem Okab, Teacher Leader) along with district/state curriculum support specialists will collaborate to identify and address areas of need and provide support. The administration will conduct walkthroughs to monitor plans and instruction for varied activity formats and engagement strategies to provide feedback and support.

Person responsible for monitoring outcome:

Tangela Goa (pr2351@dadeschools.net)

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

Within the targeted element of Student Engagement we will focus on the evidenced-based interventions of Student-Centered Learning and Collaborative Learning Structures.

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

Student-centered classrooms incorporate varied instructional formats and learning modalities, considering students' unique learning styles and needs, thus maximizing opportunities for active student engagement. When students come together to fulfill a task, not only are they more actively engaged but they develop better interpersonal and communication skills. Varying activity formats and modalities helps maintain student attention and interest for longer periods of time.

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.

1. Showcase digital apps/sites that promote engagement during monthly faculty meetings (i.e., Boomcards, EdPuzzle, Boddle, 99Math, GimKit). As a result, teachers will discover new resources that be incorporated into instruction to promote student engagement.

Person Responsible: Anailene Marban (amarban@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

2. Provide collaborative planning sessions to develop lessons that incorporate multiple activity formats and modalities to maximize engagement. As a result, teachers will work collaboratively and to develop lessons and activities that are engaging.

Person Responsible: Anailene Marban (amarban@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

3. Prepare professional learning on the Active Student Responding (ASR) strategy to increase opportunities for all learners to think and respond. As a result, teachers will incorporate ASR strategies that will increase engagement, participation, and learning.

Person Responsible: Anailene Marban (amarban@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

#4. Positive Culture and Environment specifically relating to Other

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

Based on data from the school climate survey that 91% of teachers like working at the school and 58% believe staff morale is high at the school and the contributing factors of limited stakeholder involvement, teacher burnout/stress, and faculty commitment/motivation, we will implement the targeted element of Stakeholder Involvement/Satisfaction. A school culture where all stakeholders feel valued and satisfied, garners support and increased commitment to the school community. It is important to continue to cultivate a school culture where all stakeholders feel welcomed, valued, and supported.

Within the targeted element of Stakeholder Involvement/Satisfaction, our school will focus on Celebrating Successes, School Spirit, and Family Involvement.

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

If the targeted element of Stakeholder Involvement/Satisfaction is successfully implemented, student learning outcomes will improve and ELA and Math proficiency will increase by at least 5 percentage points on the 2024 FAST ELA PM3.

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

The Leadership Team (Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Patricia Sanchez, PD Liaison; Janyce Delgado, Teacher Leader; Reem Okab, Teacher Leader) along with the EESAC and PTA will collaborate to identify and address areas of need and provide support. The administration will collect feedback via surveys to monitor efficacy of school culture initiatives.

Person responsible for monitoring outcome:

Tangela Goa (pr2351@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 Stakeholder Involvement/Satisfaction, our school will focus on Celebrating Successes, School Spirit, and Family Involvement.

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

Building a positive school culture/environment requires the involvement and commitment of all stakeholders. Taking measures to ensure the school community feels welcomed, valued, and supported is needed in order to maximize motivation and commitment and sustain a school culture of ongoing improvement.

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.

1. Designation of classroom parent(s) to facilitate communication, build relationships, and provide support. As a result, parental involvement will increase and both parents, teachers, and students will be supported.

Person Responsible: Anailene Marban (amarban@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

2. Coordinate events/activities that help de-stress and strengthen relationships amongst the faculty to acknowledge and show support. As a result, school culture will improve as teachers and staff relationships are strengthened.

Person Responsible: Tangela Goa (pr2351@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

3. Develop a schoolwide calendar of monthly thematic activities that showcase learning and promote family involvement. As a result, school culture, student engagement and parental involvement will improve.

Person Responsible: Anailene Marban (amarban@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

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).

School improvement funding allocations are reviewed annually by the Educational Excellence School Advisory Council. Title I federal funding was allocated for tutorials, technology, and instructional resources. Tutorials were instrumental in providing instructional support beyond the school day to students in the lowest 25th percentile in Reading and Math. Mobile labs were purchased to replace obsolete technology and provide a greater number of students with access to instructional technology in class to support learning. Supplemental instructional resources in Reading, Math, and Science were purchased for classrooms and for tutorials.

SIP impact reviews are conducted following each phase of action step implementation to monitor, review, and reflect upon practices and their impact on school improvement initiatives. In-depth midyear and end of year reviews are also conducted to assess progress towards goals and identify areas of need. Collective feedback is gathered from the faculty regarding the efficacy of strategies implemented throughout the school year. Information gathered from the Continuous Improvement Reflection as well as formative and summative data are used to develop new and refine existing school improvement initiatives.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2023 FAST PM3 data, 53% of kindergarten students evidenced High Growth/High Proficiency on the Star Early Literacy assessment; 33% of first grade students evidenced High Growth/High Proficiency; and, 29% of second grade students evidenced High Growth/High Proficiency on the Star Reading assessment.

Based on the data and the identified contributing factors of a high percentage of ELL, limited grade level readiness, and deficiencies in vocabulary/background knowledge, we will implement the targeted element of ELA which encompasses research-based instructional strategies that support literacy (foundational skills development).

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

According to the 2023 FAST PM3 data, grade 3-5 ELA proficiency was 39%, 16 percentage points below the district's average of 55% and 15 percentage points below the state's average of 54%.

Based on the data and the identified contributing factors of a high percentage of ELL, limited grade level readiness, and deficiencies in vocabulary/background knowledge, we will implement the targeted element of ELA which encompasses research-based instructional strategies that support literacy (vocabulary and comprehension).

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

If the targeted element of ELA is successfully implemented, the percent of kindergarten students scoring High Growth/High Proficiency on the 2024 Star Early Literacy PM3 assessment will increase by 10 percentage points to 60%; the percent of first grade students scoring at High/Growth/High Proficiency will increase by 10 percentage points to 44% on the 2024 Star Reading PM3 assessment, and the percent of second grade students scoring at High Growth/High Proficiency on the 2024 Star Reading PM3 assessment will increase by 10 percentage points to 39% on the Star Reading PM3 assessment.

Grades 3-5 Measurable Outcomes

If the targeted element of ELA is successfully implemented, grade 3-5 ELA proficiency will increase by 11 percentage points to 50% on the 2024 PM3 ELA assessment.

Monitoring

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

The Leadership Team (Tangela D. Goa, Principal; Anailene Marban, Assistant Principal; Patricia Sanchez, PD Liaison; Janyce Delgado, Teacher Leader; Reem Okab, Teacher Leader) will meet monthly to plan for and monitor the implementation of professional learning initiatives at the school. The administration will conduct walkthroughs to monitor that professional learning initiatives are being incorporated into lesson plans and instruction.

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

Goa, Tangela, pr2351@dadeschools.net

Evidence-based Practices/Programs

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the targeted element of ELA we will focus on the evidenced-based interventions of Ongoing Progress Monitoring (OPM) and Academic Vocabulary Instruction.

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?

Ongoing Progress Monitoring (OPM) is used to monitors students' academic progress, identifying areas of need, and adjusting instruction. Academic Vocabulary Instruction is essential to building the vocabulary skills and background knowledge needed to support understanding of concepts and texts.

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
Grade K-2 Action Step 1: Administer quarterly informal reading inventories to monitor foundational skills development. As a result, teachers will more effectively be able to identify specific skills that require extra practice and remediation. The date range for this action step is 8/14/2023 - 9/29/2023.	Marban, Anailene, amarban@dadeschools.net
Grade K-2 Action Step 2: Increase opportunities for write and respond to reading. As a result, students will practice expressing their ideas in writing. The date range for this action step is 8/14/2023 - 9/29/2023.	Marban, Anailene, amarban@dadeschools.net
Grade 3-5 Action Step 3: Provide professional learning on effective vocabulary instruction/strategies. As a result, students will practice expressing their ideas in writing. The date range for this action step is 8/14/2023 - 9/29/2023.	Marban, Anailene, amarban@dadeschools.net
Grade 3-5 Action Step 4: Plan for the incorporation of 10 minutes of explicit and meaningful vocabulary instruction daily. As a result, students academic vocabulary knowledge will increase. The date range for this action step is 8/14/2023 - 9/29/2023.	Marban, Anailene, amarban@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 following is a description of how the School Improvement Plan is disseminated to stakeholders:
1. School message/email to families
2. Plan presented/discussed at EESAC meetings and Faculty Meetings
3. SIP Summary devised to provide stakeholders with a one page summary of plan
4. Flyer sent home with families with link and QR code to view final published plan
5. Final published plan posted on school website
6. Teachers send a Class Dojo message to families with link to plan
7. Hardcopies of plan available onsite at Parent Resource Center

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

In the School Culture and Environment area of focus, our school plans to strengthen Stakeholder Commitment and Satisfaction through the research-based interventions of School Spirit/Branding, Communication/Relations, Customer Service, and Celebrate Successes.

School Culture and Environment is embedded into the School Improvement Plan (SIP). Action steps were developed focused on building positive relationships with all stakeholders to include parents, teachers, students, and the collective school community were incorporated. Communication is key to soliciting support and ensuring families feel valued and welcomed. Our school communicates with stakeholders through a variety of methods including automated school messages/emails, social media posts, school website (www.eneidamhartner.org), flyers sent home with students, and phone calls.

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))

To strengthen the academic program in the school and improve instruction and learning outcomes, area of focus addressed in Part II of the SIP include:

In the Instructional Practice area of focus, our school plans to strengthen Professional Learning and Student Engagement through the research-based interventions of job-embedded learning and academic vocabulary instruction. Meaningful job-embedded learning will build teacher capacity will strengthen instruction and improve learning outcomes across subject areas and increasing student engagement opportunities will improve learning outcomes.

To address the needs of the underperforming ESSA Subgroups (ELL,SWD, Hispanic, Black, Economically Disadvantaged), our school plans to strengthen Differentiation through the research-based interventions of interactive learning environment, interventions, and extended learning opportunities. At-risk learners benefit from varied activity formats and modalities that engage them in meaningful practice and learning. Opportunities for additional practice, remediation, and individualized support are essential to their academic achievement.

In the RAISE area of focus, our school plans to strengthen ELA through the research-based

interventions of standards-based planning, professional learning, and district curriculum support personnel/resources. Literacy provides the foundation needed for all learning. Building knowledge through a schoolwide focus on explicit and meaningful vocabulary instruction will enhance students ability to comprehend what is read.

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))

Coordination of federal, state, and local resources and programs that support implementation of the SIP include:

Title I funds are utilized to provide academic support and learning opportunities and acquire instructional resources that reinforce existing curriculum, technology, and parental involvement. Additionally, Title I provides support and resources to families in transition.

Title III funds are utilized to provide academic support and learning opportunities for English Language Learners and acquire instructional resources that reinforce learning.

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))

NA

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))

NA

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).

NA

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))

NA

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))

NA

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: Instructional Coaching/Professional Learning	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
3	III.B.	Area of Focus: Instructional Practice: Student Engagement	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$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