West Hialeah Gardens Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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West Hialeah Gardens Elementary School

11990 NW 92ND AVE, Hialeah Gardens, FL 33018

http://whg.dadeschools.net/

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our West Hialeah Gardens family empowers our student population with a bilingual education foundation and a love of learning that enables them to be persistent learners prepared for success in higher education and achieving their maximum potential in a global society. In our family everyone is capable of success.

Provide the school's vision statement.

Our West Hialeah Gardens family fosters individual determination in a bilingual learning environment that promotes high level of academic achievement, supports creative thinking in a global society, emphasizes self-reflection, and considers the social/emotional well-being of its students enabling us to conquer challenges and celebrate success.

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
Guerra, Hector	Principal	Mr. Guerra provides direction and support as he oversees the effective planning and implementation of schoolwide decision-making and overall instruction. He oversees all school plans, actions and initiatives regarding stakeholder engagement and collaboration. He delegates as she shares the day-to-day operation of the school with the assistant principals and the school's leadership team.
Romero, Jenel	Assistant Principal	Ms. Romero is responsible for identifying and aligning personnel and curricular resources in order to meet the needs of all students and maximize desired student outcomes. She supports the principal with the continuous improvement model, as she provides direction and support to the teachers and staff by overseeing the implementation and facilitation of schoolwide instruction and decision-making. She also engages with the principal in the collaboration with all stakeholders through weekly communications and meetings.
Reyes, Ingrid	Teacher, K-12	As Kindergarten Grade Level Chair, Ms. Reyes is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.
Lara, Yeny	Teacher, K-12	As Second Grade Level Chair, Ms. Lara is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.
Martin, Michelle	Teacher, K-12	As Third Grade Level Chair, Ms. Martin is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.
Leon, Aaron	Teacher, K-12	As Fourth Grade Level Chair, Mr. Leon is responsible for fostering a collaborative culture among his peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families

Name	Position Title	Job Duties and Responsibilities
		and the community, and delivering effective comprehensive instructional program.
Menendez-Butler, Rosa	Teacher, K-12	As Fifth Grade Level Chair, Ms. Menendez-Butler is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program.
Sanchez, Barbara	Teacher, ESE	As ESE Department Chair, Ms. Sanchez is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program. Ms. Sanchez also facilitates and provides support to the ESE department and all stakeholders to ensure that students with disabilities demonstrate increased participation and performance in the standard or access curriculum, statewide assessments, and accountability systems.
Hernandez, Alicia	ELL Compliance Specialist	As ELL Department Chair, Ms. Hernandez is responsible for fostering a collaborative culture among her peers, using research to improve practice and student learning, promoting professional learning, facilitating improvements in instruction and student learning, implementing the use of assessments and data, improving outreach and collaboration with families and the community, and delivering effective comprehensive instructional program. Ms. Hernandez leads and guides the development and implementation of effective programming of English language learners (ELLs), monitors the effectiveness of programming for ELLs to ensure increased student achievement.
Gnefkow, Blanca	Instructional Coach	Ms. Gnefkow is responsible for providing instructional support, resource gathering, and targeted professional development for teachers. She generally concentrates in the area of math by providing data and analyzing schoolwide trends in instruction to make recommendations about potential next steps to address areas of need. She designates time to meet with grade levels and/or individual teachers to ensure their understanding of the standards, item specifications, and best practices. She also serves as the school liaison for I-Ready and provides schoolwide and individual teacher data to monitor student growth and assist students to reach or exceed grade-level proficiency.
Nodarse, Lourdes	Instructional Coach	Ms. Nodarse leads the school in the preparation and evaluation of the school improvement plan. She gathers and analyzes school-wide data as

Name	Position Title	Job Duties and Responsibilities
		she establishes and supports the implementation of focused priorities for improving school and classroom effectiveness. She is also responsible for supervising and coordinating the school-wide testing program.
Fernandez, Susan	School Counselor	Ms. Fernandez is responsible for providing social and emotional support for students, as well as training teachers to deliver SEL instruction and provide ongoing support for parents/families to implement strategies/plans at home. She helps students achieve academic success by providing education, prevention, early identification, and intervention. She collaborates with the MTSS team to establish clear and effective behavior plans that include additional measures for individual student support. She also works with the school staff, parents, and the community to provide incentive programs and individual student recognition.
Gonzalez, Danay	School Counselor	Ms. Gonzalez is responsible for providing social and emotional support for students, as well as training teachers to deliver SEL instruction and provide ongoing support for parents/families to implement strategies/plans at home. She helps students achieve academic success by providing education, prevention, early identification, and intervention. She collaborates with the MTSS team to establish clear and effective behavior plans that include additional measures for individual student support. She also works with the school staff, parents, and the community to provide incentive programs and individual student recognition.
Pardillo, Raisa	Parent Engagement Liaison	Ms. Pardillo is the Title I Community Support Specialist. She supports the goals of the school by meeting with the parents and facilitating workshops, disseminating documents to assist families and the community, and supporting the stakeholders in order to achieve their academic and socio-emotional targets.
	Assistant Principal	Ms. Lorenzo is responsible for identifying and aligning personnel and curricular resources in order to meet the needs of all students and maximize desired student outcomes. She supports the principal with the continuous improvement model, as she provides direction and support to the teachers and staff by overseeing the implementation and facilitation of schoolwide instruction and decision-making. She also engages with the principal in the collaboration with all stakeholders through weekly communications and meetings.

Stakeholder Involvement and SIP Development

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

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

Stakeholders will be involved School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the
Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in
providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs.

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

The SIP will be monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards and those with achievement gaps. This will be done by analyzing and disaggregating data collected through various programs such as Power BI, District Topic Assessments, i-Ready reports and FAST assessments. Stakeholder feedback will also serve to monitor the effective implementation of the 2023-2024 SIP.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	95%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	

DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	21	24	23	22	15	0	0	0	106
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	3	11	15	8	7	0	0	0	44
Course failure in Math	0	4	7	15	12	15	0	0	0	53
Level 1 on statewide ELA assessment	0	0	0	13	45	52	0	0	0	110
Level 1 on statewide Math assessment	0	0	0	6	41	29	0	0	0	76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	45	41	58	80	68	68	0	0	0	360

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	1	4	8	21	43	28	0	0	0	105

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	5	5	13	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	24	18	24	20	20	6	0	0	0	112
Course failure in ELA	0	4	7	18	11	9	0	0	0	49
Course failure in Math	0	2	7	8	17	13	0	0	0	47
Level 1 on statewide ELA assessment	0	0	0	11	37	35	0	0	0	83
Level 1 on statewide Math assessment	0	0	0	9	39	30	0	0	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	16	35	50	50	0	0	0	155
	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	7	14	33	29	0	0	0	89

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	9	10	12	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	24	18	24	20	20	6	0	0	0	112
Course failure in ELA	0	4	7	18	11	9	0	0	0	49
Course failure in Math	0	2	7	8	17	13	0	0	0	47
Level 1 on statewide ELA assessment	0	0	0	11	37	35	0	0	0	83
Level 1 on statewide Math assessment	0	0	0	9	39	30	0	0	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	16	35	50	50	0	0	0	155
	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	7	14	33	29	0	0	0	89

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	9	10	12	0	0	0	0	0	31
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*	60	60	53	63	62	56	60		
ELA Learning Gains				71			52		
ELA Lowest 25th Percentile				62			47		
Math Achievement*	66	66	59	67	58	50	59		
Math Learning Gains				71			40		
Math Lowest 25th Percentile				62			32		
Science Achievement*	65	58	54	54	64	59	40		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	60	63	59	61			60		

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	311
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	511
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	38	Yes	1	
ELL	59			
AMI				
ASN				
BLK				
HSP	62			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT				
FRL	60			

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	55			
ELL	62			
AMI				
ASN				
BLK				
HSP	64			
MUL				
PAC				
WHT				
FRL	64			

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	60			66			65					60
SWD	30			42			47				5	52
ELL	55			64			61				5	60
AMI												
ASN												
BLK												
HSP	60			66			66				5	60

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT												
FRL	58			63			58				5	62

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	63	71	62	67	71	62	54					61
SWD	42	67	52	49	70	68	32					60
ELL	60	71	67	64	72	58	43					61
AMI												
ASN												
BLK												
HSP	63	71	61	67	71	61	53					62
MUL												
PAC												
WHT												
FRL	62	72	62	65	71	64	50					62

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	60	52	47	59	40	32	40					60
SWD	40	36	35	34	36	33	24					45
ELL	54	44	51	58	37	33	31					60
AMI												
ASN												
BLK												
HSP	60	51	46	59	41	31	40					59
MUL												
PAC												
WHT												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
FRL	58	51	46	58	40	33	37					60

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	61%	56%	5%	54%	7%
04	2023 - Spring	54%	58%	-4%	58%	-4%
03	2023 - Spring	51%	52%	-1%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	63%	-10%	59%	-6%
04	2023 - Spring	72%	64%	8%	61%	11%
05	2023 - Spring	61%	58%	3%	55%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	50%	11%	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.

The data component which showed the lowest performance was Grade 3 ELA FAST PM3. Only 51% of students scored at the proficiency level. Factors that contributed to this low performance was inconsistent use of differentiated instruction implementation and lack targeted intervention strategies.

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

The data which showed the greatest decline from the prior year was the ELA FAST PM3 for Grades 3-5. Student proficiency dropped from 63 percentage points to 55 percentage points, a decline of eight percentage points. Factors that contributed to this decline was inconsistent use of differentiated instruction implementation and lack of targeted intervention strategies.

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.

Two data components were identified as having the greatest gap when compared to the state average: Grade 4 ELA was four percentage points below the state average, 53% to 57%. Grade 3 Math also was below the state average with seven percentage points under, 52% to 59%. Lack of targeted intervention strategies, differentiated instruction, and implementation of the BEST standards contributed to this gap.

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

The data component which showed the most improvement was Science. The three-year trend showed an increase in proficiency from 36%, 53%, to 61% from 2021, 2022, and 2023, respectively. Focus on hands-on lab, Gizmos, and focus on the NGSSS standards contributed to this improvement.

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

Reflecting on the EWS data, Students with Substantial Reading Deficiencies is an area of concern.

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

1. Implementing Differentiated Instruction with fidelity.
2. Targeting Interventions with the use of data.
3. Planning collaboratively to focus instructional practices.
4. Using the BEST standards to deliver instruction.
5. Data-Driven Instruction

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 Differentiation

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

Based on the data review, our school will implement a Targeted Element of Differentiation. We selected the overarching area of Differentiation based on data findings that demonstrated an overall 8 percentage point decrease based on the 2021-2022 ELA FAST proficiency. We are not meeting the individual needs of all learners; therefore, we must improve our ability to differentiate instruction based on current student data. Data will continue driving instruction and scaffolding will be implemented for the L25 subgroup to have on grade-level content that will enable them to make learning gains and move towards proficiency.

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

With the implementation of differentiation, an additional 10% of the grades K-5 student, including the L25 and L35 students, will increase schoolwide ELA scores by a minimum of 3 percentage points as evidenced by the 2023-2024 State Assessments.

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

The Leadership Team will develop the Bullseye standards-based intervention groups and adjust them based on recent student data. Ongoing data chats will be conducted to adjust learning groups by performance. Follow-up leadership meetings will take place to debrief instructional trends based on data and ensure students are demonstrating growth in deficient standards. Formative assessments will be analyzed to provide explicit instruction that meets the needs of all learners. Monitoring of i-Ready FAST PM1 and PM2 will be implemented by the classroom teacher to ensure fidelity in student usage.

Person responsible for monitoring outcome:

Hector Guerra (mrguerra@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.)

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Data-driven instruction will be used to accelerate the learning gains of all our student population, including our lowest 25. Data-driven instructions will be monitored through the use of data trackers which will drive instructional planning and data-driven conversations.

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

Data-driven instruction will ensure that teachers use the most recent data from the topic assessments item analysis and i-Ready instructional grouping to customize their students' DI plans. Ongoing adjustments will be made to the students' individual DI plans as new data becomes available.

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 Every quarter, students will be grouped and provided intervention in small cohorts to target deficient standards utilizing data from the Wonders Assessments. This will guide instruction for the L25 subgroup to have on grade-level content that will enable them to make learning gains and move towards proficiency.

Person Responsible: Hector Guerra (mrguerra@dadeschools.net)

By When: September 29, 2023

8/14-9/29 Every week, teachers will use i-Ready, teacher-made tests, and student observational data to plan and create a differentiated instructional plan that targets deficits preventing students from meeting the ELA standards.

Person Responsible: Hector Guerra (mrguerra@dadeschools.net)

By When: September 29, 2023

8/14-9/29 Every week, teachers will participate in common planning in order to target differentiated instruction for the L25% and L35% and ESSA subgroups in Math and to ensure proficiency in meeting the ELA standards.

Person Responsible: Hector Guerra (mrguerra@dadeschools.net)

By When: 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 EWS data, Students with Substantial Reading Deficiencies is an area of concern. Based on the 2023 STAR Median Percentile, 38% of students in grades K-2 are proficient in ELA. Poor attendance contributes to their poor performance. Therefore, our school will implement the Targeted Element of Student Attendance since many of those students had recurring issues with attendance. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

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

If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, student proficiency in the 2024 STAR ELA assessment will improve by 10 percentage points.

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

The Leadership Team (LT) will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The LT will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The LT will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the LT on a weekly basis with an emphasis on attendance trends. The LT will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. This data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Person responsible for monitoring outcome:
Susan Fernandez (susanfernandez@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.)

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

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

Research shows that attendance is an important factor in student achievement. Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the LT with a systematic approach to identify attendance issues, remediation, and rewards.

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.

8/17-9/29 At the end of each week, counselors will recognize classrooms with perfect attendance and implement rewards program.

Person Responsible: Susan Fernandez (susanfernandez@dadeschools.net)

By When: Ongoing

8/14-9/29 Based on monthly iAttend reports, the counselors will conference with students and parents to provide support and individualized strategies to resolve issues causing poor attendance.

Person Responsible: Danay Gonzalez (danagz@dadeschools.net)

By When: Ongoing

8/14-9/29 Every month, the Parent Engagement Liaison will provide workshops via ZOOM and in-person to parents to provide resources that will resolve issues causing poor attendance.

Person Responsible: Raisa Pardillo (rpardillo@dadeschools.net)

By When: Ongoing

#3. ESSA Subgroup specifically relating to Students with Disabilities

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 Federal Index, the ESSA subgroup which did not meet the 41% threshold is the Students with Disabilities subgroup. Only 29% of SWD were proficient on the 2023 ELA FAST State Assessment.

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

Based on the data of the 2023 FAST, Students with Disabilities subgroup will need additional support in ELA. Standards-based differentiated instruction along with participation in i-Ready will address the academic needs for these students and they will increase proficiency by 10 percentage points on the 2024 FAST ELA.

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

The Leadership team and instructional coaches will meet bi-weekly with teachers to review data on student progress and discuss/update the delivery plan for ELA standards as indicated in the Pacing Guides. Administrators will follow up with regular walkthroughs to ensure quality DI is taking place with an emphasis on ELA for Students with Disabilities.

Data-driven instructions will be monitored through the use of data trackers which will drive instructional planning and data-driven conversations.

Person responsible for monitoring outcome:

Jenel Romero (jenelromero@dadeschools.net)

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

The evidence-based strategy used to accelerate the learning gains in ELA will be data-driven instruction.Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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

Data-driven instruction will ensure that teachers use the most recent data from the topic assessments item analysis and i-Ready instructional grouping to customize their students' English Language Arts DI plans. Ongoing adjustments will be made to the students' individual DI plans as new data becomes available.

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 Every week, teachers will participate in common planning in order to target differentiated instruction for the L25% and L35% and ESSA subgroups in ELA and to ensure proficiency in meeting the ELA standards.

Person Responsible: Hector Guerra (mrguerra@dadeschools.net)

By When: Ongoing

8/14-9/29 Students with Disabilities subgroup will receive additional support in ELA. BEST Standards-based differentiated instruction along with participation in i-Ready will address the academic needs for these students.

Person Responsible: Hector Guerra (mrguerra@dadeschools.net)

By When: Ongoing

8/14-9/29 During weekly collaborative planning sessions, align District Pacing Guides and resources to lesson plans to target DI of L25%/L35% and ESSA Students with Disabilities.

Person Responsible: Jenel Romero (jenelromero@dadeschools.net)

By When: Ongoing

#4. Instructional Practice specifically relating to Collaborative Planning

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.

This area was identified as a critical need due to the decrease in ELA Achievement in Grades 3-5. The data which showed the greatest decline from the prior year was the ELA FAST PM3 for Grades 3-5. Student proficiency dropped from 63 percentage points to 55 percentage points, a decline of eight percentage points.

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

Student Achievement in ELA Subgroups will increase by at least 10 percentage point thus decreasing the Achievement Gap for Grades 3-5 as evidenced by the 2024 FAST State Assessment.

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

The administrative team and instructional coaches will meet bi-weekly with teachers to plan and review data on student progress and discuss/update the delivery plan for each standard targeted as indicated in the Pacing Guides. Administrators will follow up with regular walkthroughs to ensure that data is being used to ensure quality instruction is taking place and lessons are aligned to standards. The administrative team will also meet bi-weekly to analyze and discuss grade-level data by teachers to ensure students are demonstrating proficiency or targeting interventions.

Person responsible for monitoring outcome:

Hector Guerra (mrguerra@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.)

During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats).Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in RtI or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

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

During Collaborative Planning time, collaborative data chats will ensure that teachers plan interventions that will be customized to student needs and delivered through differentiated instruction driven by the most recent data. Students will show mastery of the ELA objectives through their work samples and tasks, i-Ready diagnostics, and mini-benchmark assessments which will help clarify which students need further support to attain proficiency on each ELA standard.

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 meet with the Reading and Math coaches to plan for weekly instruction and examine student work samples to guide instruction.

Person Responsible: Hector Guerra (mrguerra@dadeschools.net)

By When: Ongoing

8/14-9/29 During collaborative planning times, teachers and essential members of the Leadership team will examine data from i-Ready, FAST, topic assessments, and other teacher-developed assessment to guide DI groups.

Person Responsible: Hector Guerra (mrguerra@dadeschools.net)

By When: Ongoing

8/14-9/29 During collaborative planning times, teachers will analyze student work samples as it relates to data in order to focus and target instructional deficiencies and implement best practices in their instructional routines.

Person Responsible: Hector Guerra (mrguerra@dadeschools.net)

By When: Ongoing

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 Reading Achievement Initiative for Scholastic Excellence (RAISE), our school was identified as needing additional support in the area of English Language Arts. Results of the 2023 FAST ELA assessment indicate that 51% of Grade 2 students are not on track to score Level 3 or above on the 2024 ELA FAST. These students scored below the 40th percentile in the 2023 FAST ELA.

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

In order to maintain high proficiency standards related to Reading/ELA in grades 3-5 (Levels 3 and above: Grade 3, 51%; Grade 4, 54%; Grade 5, 61%), data from i-Ready, FAST, topic assessments will

be used to provide rigorous instruction that will increase achievement Level 3 and above in these grades.

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 data-driven instruction used to guide DI is successfully implemented, then all our students with a particular focus on Grade 2 to include L25 and L35 will increase schoolwide ELA scores by a minimum of 10 percentage points as evidenced by the 2024 FAST ELA Assessment.

Grades 3-5 Measurable Outcomes

If data-driven instruction used to guide DI is successfully implemented, then all our students with a particular focus on Grades 3-5 to include L25 and L35 will increase schoolwide ELA scores by a minimum of 10 percentage points as evidenced by the 2024 FAST 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 administrative team and instructional coaches will meet weekly with teachers to review data on student progress and discuss/update the delivery plan for FAST ELA standards as indicated in the Pacing Guides. Administrators will follow up with regular walkthroughs to ensure quality DI is taking place with an emphasis on ELA. Data from topic assessments, i-Ready progress monitoring, and teacher-made tests will be also used to monitor student progress toward the desire outcome.

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

Guerra, Hector, mrguerra@dadeschools.net

Evidence-based Practices/Programs

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

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

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

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

The evidence-based strategy used to accelerate the learning gains in ELA will be data-driven instruction. Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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?

Data-driven instruction will ensure that teachers use the most recent data from the FAST PM1, topic assessments item analysis, and i-Ready instructional grouping to customize their students' English Language Arts DI plans. Ongoing adjustments will be made to the students' individual DI plans as new data becomes available.

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
8/14-9/29 LITERACY LEADERSHIP: During weekly collaborative planning sessions, the Literacy Leadership team will meet with teachers to analyze data using i-Ready diagnostic and growth-monitoring reports to ensure B.E.S.T. ELA Standards are implemented with a particular focus on DI.	Guerra, Hector, mrguerra@dadeschools.net
8/14-9/29 LITERACY COACHING: Every week, the Literacy Coaches will meet with K-2 teachers to model best practices in the area of ELA to support data disaggregation as it relates to the implementation of DI.	Guerra, Hector, mrguerra@dadeschools.net
8/14-9/29 ASSESSMENTS: Based on FAST PM1, i-Ready AP1 and Progress Monitoring, topic assessments, and Wonders' Assessments, students will be grouped and provided intervention in small cohorts to target deficient standards utilizing data from the ELA Topic Assessments. This will guide instruction to have on grade-level content that will enable them to make learning gains and move towards proficiency on the 2024 FAST ELA.	Guerra, Hector, mrguerra@dadeschools.net
PROFESSIONAL LEARNING: Professional learning opportunities will be provided for K-5 teachers in order to implement best practices in Reading/Language Arts. PD will be provided at the school-site and teachers will also be encouraged to register for District-provided PD. Mentorship programs and partnerships among and across grade levels will be encouraged.	Guerra, Hector, mrguerra@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 will be disseminated via the following:
Title 1 Annual Parent Meeting
Family Engagement Plan: https://whges.org/title-i/
Ongoing Parent Meetings
EESAC Meetings
School Website: https://whges.org

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

The school will build positive relationships with parents, families and other community stakeholders via the following:
Monthly Parent Meetings -both during school and at night
Flyers
Electronic Messages--Connect Ed
ClassDojo
Social Media
Home Visits
Conferences: Both in-person or Zoom
School Website for Parent Engagement: https://whges.org/title-i/

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)

West Hialeah Gardens 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 by focusing on Benchmarks Aligned Instruction which is addressed in Part II of the SIP.

Instruction must be focused, targeted, and aligned to the BEST standards in order to deliver instruction that is effective and successful. This will be achieved by providing targeted interventions during school, before, and after school.

Enrichment and accelerated activities will also be provided to our students via SECME, STEAM, Robotics, Math Club, Dramatic Arts, and Chorus.

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))

Federal, State, and local services, resources and programs support and enhance the social and academic programs at West Hialeah Gardens. The students of West Hialeah Gardens are eligible to receive services upon identification and classification as homeless. Project Upstart, Homeless Children & Youth Program assists our school with the identification, enrollment, attendance, and transportation of homeless students. All homeless children are provided with all entitlements as stipulated by the McKinney Vento Homeless Assistance Act. West Hialeah Gardens also offers a non-violence and anti-drug program to students which incorporates field trips, community service and counseling provided through a partnership with Citrus Health System and the Healthy Me Program. Additionally, students are assisted with vision exams and eyewear through the Bruce Heiken Vision Fund.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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

The school counselors ensure that our students receive appropriate mental health services through our Mental Health Coordinator and School Psychologist, and referrals to Citrus Health. Mentoring programs such as Pickle Pals and Safety Patrols and extracurricular activities like cheerleading, chorus, athletics and music clubs improve students' skills outside the academic subject areas.

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

N/A

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

When an at-risk incident occurs, the student services team comprised of counselors, administrators, program specialists, BMT behavior management specialists, mental health coordinator, and the ESE coordinator will be called upon to de-escalate and implement tiered model of behavioral interventions.

Parents, teachers, and counselors will work as a team in order to develop a BIP and a FAB as needed.

Outside community agencies will be involved to provided services to these students if further counseling services are needed. The mental health coordinator will refer to outside agencies contracted by the District.

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))

In order to ensure that high-quality grade level instruction is being provided to all students, data-driven professional learning and activities that enable teachers, paraprofessionals, and other school personnel to develop the knowledge and skills they need to address students' learning challenges will be provided formally through My Learning Plan, twice a year, and informally through in-house PD during common planning times. Data from topic assessments, i-Ready, FAST, and teacher-created assessments will be used to develop PD that is effective and is followed by careful implementation with feedback to ensure it responds to educators' learning needs.

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))

Our VPK prepares children to be ready in the transition from early childhood education to the local elementary school program. Children who participate in high-quality early childhood education programs develop better language skills, score higher in school-readiness tests, and have better social skills and fewer behavioral problems once they enter school.

Our VPK program helps children develop the social and emotional skills they need to succeed in school and in life. Through classroom activities and play, VPK teachers help children learn how to interact with others, express their feelings, and regulate their emotions, and engage in consistent routines.

VPK gives children a jump start by preparing them for school and enhancing their pre-reading, pre-math, language and social skills. kids through tasks like recognizing color, shapes, fundamental similarity, and counting.

West Hialeah Gardens also reaches out to local preschools in our area by sending out flyers, giving school tours, and posting on the school website and social media sites the expectations and social and academic milestones required for entry to our Kindergarten program.

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: Differentiation	$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: Students with Disabilities	$0.00
4	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	$0.00
		Total:	**$0.00**

Budget Approval

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

Yes