
Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	26
VI. Title I Requirements	29
VII. Budget to Support Areas of Focus	32

Linda Lentin K 8 Center

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School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Linda Lentin K-8 Center is to challenge our diverse group of students by preparing them for the 21st century. In addition, we welcome parent and community involvement to support our students' academic, emotional and social growth.

Provide the school's vision statement.

Every child at Linda Lentin K-8 Center will receive a high-quality education, grounded in excellence, to develop into successful global leaders.

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
Mincey, Sicily	Principal	Plans, directs, and manages education and teaching programs; coordinates school activities; reviews and monitors faculty performance and creates an atmosphere conducive to manage and oversee instruction; ensure effective implementation of counseling services; ensures that budgetary guidelines are met. Analyzes Data for each grade level to identify areas of concerns. Creates achievable vision and goal for both students and teachers to strive to achieve. Meets with assistant principals to address school concerns and student achievement. Also meets monthly with Leadership team to address needs by department. Collaborates with school staff to host parent nights for parents, stakeholders and community members. Creates different opportunities for teachers to take part in district training opportunities to increase teacher pedagogy.
Hillhouse, Isolyn	Assistant Principal	Assist in planning, directing, and managing education and teaching programs; coordinating school activities; reviewing and monitoring faculty performance and creating an atmosphere conducive to manage and oversee instruction; ensuring effective implementation of counseling services; ensuring that budgetary guidelines are met.
Ruffin, Richard	Assistant Principal	Assist in planning, directing, and managing education and teaching programs; coordinating school activities; reviewing and monitoring faculty performance and creating an atmosphere conducive to manage and oversee instruction; ensuring effective implementation of counseling services; ensuring that budgetary guidelines are met.
Blue, Arial	Math Coach	Ms., Blue, as Mathematics Coach, demonstrates and co-teaches efficient classroom strategies, and aide teachers with curriculum alignment to B.E.S.T. standards within Elementary and Middle School Math courses. She provides elementary and middle school teachers with support for the effective implementation of B.E.S.T practices during weekly collaboratory sessions. Ms. Blue notifies math teachers of any changes to state standards and district assessments which will aide with increasing student learning and student engagement through enhancing instructional methods and thereby enhancing teacher ability. Additionally, she cultivates cross-team collaboration for data analysis, aides in setting school/individual goals to assist with daily instruction and supports with implementation of successful instructional strategies linked with specific learning concerns. Lastly, she assists in planning and managing the education/teaching programs to ensure the continuance of highly effective teaching and learning (with teacher and/or temporary instructor presence); the coordination and implementation of the school-based intervention mathematics plan; utilization of the coaching model with teachers; assist teachers in the interpretation of student assessment data; plans and implement professional development (through collaborative planning sessions).
Guyton, Sherron	Reading Coach	Ms. Guyton, aids in the coordination and implementation of the K-12 Comprehensive Research-based Reading Plan. Additionally, she utilizes the coaching model to plan, conduct coaching cycles, and provide feedback to

Name	Position Title	Job Duties and Responsibilities
		<p>administration, teachers, and district staff. Ms. Guyton, schedules and conducts school-based planning sessions that is connected with teacher/student needs, school data, and B.E.ST. standards. The collaboration sessions with grade level teachers ensures fidelity with monitoring invention for identified students and assist teachers in the interpretation of student assessment data. Lastly, she assists in planning and managing the education/teaching programs to ensure the continuance of highly effective teaching and learning (with teacher and/or temporary instructor presence); the coordination and implementation of the district reading intervention plan and implement professional development (through collaborative planning sessions).</p>
<p>Davis-Gittens, Alpha</p>	<p>Behavior Specialist</p>	<p>Support to students and teachers for ESE behavior management students. Implement Behavioral and Functional Assessments for students both disabled and non-disabled; Assist and support building and District staff and parents in the development, implementation, and revision of student behavior. intervention plans; Facilitate team processes including problem-solving, prereferral intervention, and IEP development for special needs students; Provide support to staff in all areas related to emotional disturbance and behavior disorders and interventions; Collects appropriate student performance data for determining the extent to which student IEP goals and objectives are achieved.</p>

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.

Linda Lentin K-8 Center leadership team members, instructional coaches, grade level chairpersons, and the EESAC committee will review recommendations of the schools end of year continuous improvement reflection sheets which identified overall strengths and opportunities for improvement. The Educational Excellence School Advisory Council (ESSAC) will assist with the writing and revision of the School Improvement Plan. The membership will review data in all content areas to determine needs of improvement. Discussion from all stakeholders will be taken into consideration for writing the action plan and steps for increased student achievement. All members will review the entire SIP for approval of the document. The EESAC will provide input on the needs and interests of the parent and school community as it impacts student achievement.

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))

Linda Lentin K-8 Center will regularly monitor the 2023 - 2024 SIP strategies monthly during leadership team meetings in order to reflect on progress related to school goals set. In addition, teachers will be

provided with monthly surveys to evaluate individual and grade level progress towards strategies identified in the SIP.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
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: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	13	15	12	7	9	7	12	13	88	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	2	18	7	11	2	1	0	41	
Course failure in Math	0	0	1	9	5	2	7	0	4	28	
Level 1 on statewide ELA assessment	0	0	0	12	11	19	15	29	35	121	
Level 1 on statewide Math assessment	0	0	0	12	8	19	23	16	14	92	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	16	32	34	16	22	24	43	51	238	

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	2	16	12	20	14	15	17	96	

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	12	0	0	0	0	0	12	
Students retained two or more times	0	0	0	1	0	3	1	0	1	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	0	21	14	16	10	13	11	12	10	107	
One or more suspensions	0	0	0	0	0	0	4	16	10	30	
Course failure in ELA	0	0	0	16	9	16	13	4	3	61	
Course failure in Math	0	0	6	10	7	7	8	6	6	50	
Level 1 on statewide ELA assessment	0	0	0	16	12	14	27	36	37	142	
Level 1 on statewide Math assessment	0	0	0	13	12	24	39	44	23	155	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	9	25	20	22	39	41	37	193	
	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	0	3	23	13	21	28	45	27	160	

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	19	0	0	0	0	0	19	
Students retained two or more times	0	0	0	1	3	1	1	1	2	9	

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	12	15	10	10	9	7	12	13	10	98	
One or more suspensions	0	0	0	0	0	0	0	0	2	2	
Course failure in ELA	0	2	5	19	10	1	1	0	9	47	
Course failure in Math	0	1	2	11	1	6	0	4	0	25	
Level 1 on statewide ELA assessment	0	0	0	24	19	13	30	37	16	139	
Level 1 on statewide Math assessment	0	0	0	20	20	21	18	15	13	107	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	17	33	23	28	22	21	45	53	36	278	
	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	2	3	24	21	13	16	18	17	114	

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	12	0	1	0	0	0	13	
Students retained two or more times	0	0	0	1	3	1	0	1	1	7	

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*	51	61	53	46	62	55	38		
ELA Learning Gains				61			43		
ELA Lowest 25th Percentile				48			38		
Math Achievement*	56	63	55	45	51	42	27		
Math Learning Gains				68			20		
Math Lowest 25th Percentile				65			20		
Science Achievement*	54	56	52	36	60	54	24		
Social Studies Achievement*	61	77	68	75	68	59	56		
Middle School Acceleration	80	75	70	86	61	51	60		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	56	62	55	44	75	70	44		

** 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)	TSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	574
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	4	4
ELL	51			
AMI				
ASN				
BLK	57			
HSP	56			
MUL				
PAC				
WHT				
FRL	56			

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	29	Yes	3	3
ELL	53			
AMI				
ASN				
BLK	57			
HSP	48			
MUL				
PAC				
WHT				
FRL	57			

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	51			56			54	61	80			56
SWD	23			30							2	
ELL	42			39			39	57	80		7	56
AMI												
ASN												
BLK	50			55			56	59	82		7	53
HSP	53			63			41				4	65
MUL												
PAC												
WHT												
FRL	50			54			55	56	78		7	56

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	46	61	48	45	68	65	36	75	86			44
SWD	15	31	21	21	52	42	11					40
ELL	39	57	47	36	65	71	26	75	73			44
AMI												
ASN												
BLK	46	60	48	45	68	63	37	76	85			43
HSP	40	66	50	41	71		19					47
MUL												
PAC												
WHT												
FRL	45	62	49	44	68	65	35	75	85			43

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	43	38	27	20	20	24	56	60			44
SWD	6	18	20	6	14	19	0	18				8
ELL	30	43	43	25	21	23	15	51	50			44
AMI												
ASN												
BLK	38	43	38	27	20	19	25	57	57			43
HSP	30	37	36	25	22	27	25					53
MUL												
PAC												
WHT												
FRL	37	42	36	27	20	20	25	53	61			44

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	58%	56%	2%	54%	4%
07	2023 - Spring	36%	50%	-14%	47%	-11%
08	2023 - Spring	48%	51%	-3%	47%	1%
04	2023 - Spring	57%	58%	-1%	58%	-1%
06	2023 - Spring	40%	50%	-10%	47%	-7%
03	2023 - Spring	43%	52%	-9%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	53%	58%	-5%	54%	-1%
07	2023 - Spring	42%	48%	-6%	48%	-6%
03	2023 - Spring	51%	63%	-12%	59%	-8%
04	2023 - Spring	51%	64%	-13%	61%	-10%
08	2023 - Spring	53%	59%	-6%	55%	-2%
05	2023 - Spring	52%	58%	-6%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	47%	40%	7%	44%	3%
05	2023 - Spring	44%	50%	-6%	51%	-7%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	56%	25%	50%	31%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	52%	48%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	68%	-11%	66%	-9%

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.

Based on the 2023 Spring STAR Early Literacy Assessment for Kindergarten and F.A.S.T PM 3 data the following grade level performance was below level three achievements: STAR Early Literacy Assessment for Kindergarten 33%, Grade 1, 11%, Grade 2 39%, Spring 2023 F.A.S.T PM 3 Grade 3 43%, Grade 6 40%, and grades 7 36%. The overall contributing factors: reduced number of interventionists with staff, instructional planning as it relates to primary grade levels, limited time/active participation in weekly common planning and new standards.

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

Based on the 2023 Spring Civics EOC data showed the greatest decline when compared to previous years data 75% to 57%. The factors that contributed was instructional planning, instructor remaining on pace, and lack of consistency with District/ETO resources.

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.

Based on the 2023 Spring FAST 7th grade Reading had the greatest gap when compared to the state average data 36% compared to 47% state average. The factors that contributed review of standards aligned instruction to text and benchmarks and limited time during common planning.

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

Based on the 2023 Spring Geometry EOC showed the most improvement 63% to 100% an increase of 37% when compared to 2022. The new actions consisted of planning sessions with Administration, monitoring instruction during informal walkthroughs, data review after assessments, common planning sessions with ETO support/administration.

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

Linda Lentin K-8 Center Early Warning Systems (EWS) areas of concerns are students grades 3-8 performing at Level 1 and 2 on the F.A.S.T PM 3 in reading and math.

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

Linda Lentin K-8 Center will focus on the highest priorities: Instructional approaches for computer-based testing (primary grades), Instructional Planning, Student Engagement, Instructional Coaches collaborative planning sessions with Teachers/Administration, and Focused common planning sessions with teachers.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

According to the 2022 - 2023 FAST PM3 data, 36% of 7th grade students were proficient in ELA as compared to the state average of 47% and district average of 50%. Based on the data and the identified contributing factors of : high number of level 1 students. Student readiness levels limit the ability to master grade level tasks and lesson plans that do not set high expectations, we will implement the Targeted Element of Benchmark-aligned instruction.

Measurable Outcome:

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

With the implementation of Differentiated Instruction intervention, 5 percent (for a total of 41% ELA and 47% Math) of students in grade 7 will score at level 3 or above in area of ELA and Math on the Spring 2024 PM3 FAST ELA or Math assessment.

Monitoring:

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

The leadership team (Sicily Mincey, Dr. Isolyn Hillhouse, Dr. Richard Ruffin, Ariel Blue, and Sherron Guyton) will attend weekly collaborative planning sessions to develop look-fors during walkthroughs. Administration will conduct weekly walkthroughs and review lesson plans for benchmark alignment and indication of Differentiated Instruction. Data Analysis of assessments will be reviewed weekly (8/21 - 9/29), to observe student progress. We will utilize the data trackers recommended to ensure students are demonstrating growth. Extended learning opportunities will be provided to those students who are not showing growth on OPM's.

Person responsible for monitoring outcome:

Sicily Mincey (pr2911@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of Benchmark Aligned Instruction, our school will focus on the Evidence-based Intervention of Differentiated Instruction to identify effective teaching that involves providing different students with different avenues to learning. This strategy involves developing teaching materials and assessment measures so that all students within a classroom can learn effectively. This framework will assist teachers with with gradually building students' knowledge by planning with their data in mind and meeting students where they are.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated Instruction will aide in the teachers acquiring content knowledge to support student learning, student processing of content information with the ability to learn effectively regardless of learning and knowledge gaps.

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 After the administration of PM1 assessment, administration will facilitate data discussions in grade level meetings to analyze reading data results. As a result, teachers will be able to create their groups for differentiated instruction.

Person Responsible: Sicily Mincey (pr2911@dadeschools.net)

By When: 9/29

8/21 Reading Transformational coach along with the teachers will review the districts D.I framework during Collaborative Planning. As a result, teachers will prepare resources and materials aligned DI instruction to address individual student needs.

Person Responsible: Sherron Guyton (guytonteach@dadeschools.net)

By When: 9/29

8/21 Teachers will continue to identify District resources to plan for classroom instruction that focus on addressing students' reading needs and providing remediation and intervention activities to improve reading outcomes.

Person Responsible: Sicily Mincey (pr2911@dadeschools.net)

By When: 9/29

#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, 35% of Hispanic students were proficient in Science, 14% of SWD students were proficient in ELA and 29% in Math, and 36% of ELL students were proficient in ELA. Based on the data and the identified contributing factors of: high number of Level 1 and 2 ESOL students and student readiness levels limit abilities to master grade level tasks, we will implement the Targeted Element of Outcomes for Multiple Subgroups.

Measurable Outcome:

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

With the implementation of Differentiated Instruction intervention, 5 percent (for a total of 41% ELA and 47% Math) of students in grade 7 will score at level 3 or above in area of ELA and Math on the Spring 2024 PM3 FAST ELA or Math assessment.

Monitoring:

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

The leadership team (Sicily Mincey, Dr. Isolyn Hillhouse, Dr. Richard Ruffin, Ariel Blue, and Sherron Guyton) will attend weekly collaborative planning sessions to develop look-fors during walkthroughs. Administration will conduct weekly walkthroughs and review lesson plans for benchmark alignment and indication of Differentiated Instruction. Data Analysis of assessments will be reviewed weekly (8/21 - 9/29), to observe student progress. We will utilize the data trackers recommended to ensure students are demonstrating growth. Extended learning opportunities will be provided to those students who are not showing growth on OPM's.

Person responsible for monitoring outcome:

Sicily Mincey (pr2911@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of Benchmark Aligned Instruction, our school will focus on the Evidence-based Intervention of Differentiated Instruction to identify effective teaching that involves providing different students with different avenues to learning. This strategy involves developing teaching materials and assessment measures so that all students within a classroom can learn effectively. This framework will assist teachers with gradually building students' knowledge by planning with their data in mind and meeting students where they are.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated instruction will support students in multiple subgroups to meet the needs of all students in grade K-8. Adequate time on task and sufficient practice must be provided with each skill in order to ensure accurate and fluent learning, and mastery of the skills. Small group instruction in DI will ensure precise monitoring of the students' academic progress.

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.

8/21 The Transformational Reading Coach will model and assist teachers with gathering resources during weekly collaborative planning sessions to plan for DI instruction.

Person Responsible: Sherron Guyton (guytonteach@dadeschools.net)

By When: 9/29

8/21 The Transformational Math Coach will model and assist teachers with gathering resources during weekly collaborative planning sessions to plan for DI instruction.

Person Responsible: Arial Blue (ablue01@dadeschools.net)

By When: 9/29

8/25 Teachers will review progress monitoring data placed on data trackers to realign DI groups for intervention and modify instruction when needed.

Person Responsible: Sherron Guyton (guytonteach@dadeschools.net)

By When: 9/29

8/21 The teachers will keep a record of tangible evidence that shows that DI has taken place. As a result, data trackers will be evident in students' DI/work folders.

Person Responsible: Sicily Mincey (pr2911@dadeschools.net)

By When: 9/29

8/21 During walkthrough administration will target specific look Fors to ensure small group DI correlates to areas of student deficiency.

Person Responsible: Sicily Mincey (pr2911@dadeschools.net)

By When: 9/29

#3. 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 2023 Early Warning Indicators, Student attendance data reviewed, indicated 38% of students in grades K-8 accumulated 0-5 absences as compared to the district average of 30%. The Spring 2023 Student Climate results indicated 45% of students in grades K-8 disagreed with the statement: I like coming to school. We recognize the need for consistent attendance incentives and improved connection with parents and community.

Measurable Outcome:

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

Within the implementation of Attendance Initiatives students with 0-5 absences will decrease by 5 percent when compared the 2023 - 2024 Climate survey and EWI report during Spring 2024. In addition, students that respond to the statement "I like coming to school" will increase by 10 percent (37% to 47%) during the Spring 2024 Climate Survey.

Monitoring:

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

The leadership team (Sicily Mincey, Dr. Isolyn Hillhouse, Dr. Richard Ann Drouinaud, Tyrone Thompkins, and Carmen Gonzalez) 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 Leadership Team 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. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and parental contact will be made when necessary.

Person responsible for monitoring outcome:

Sicily Mincey (pr2911@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 Early Warning Indicators, our school will on the Evidence-based intervention of Attendance Initiative which involves 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. These initiatives acknowledge positive student outcomes by student participation on dress down days or individual and homeroom attendance recognition. Student absences will be monitored on a daily, weekly, and monthly, by reviewing grading period basis which will optimize improving attendance and prevent a pattern of excessive absences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By providing tangible Initiatives and recognition to both students and parents will create a positive impact and ultimately decrease the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and reward.

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 An Attendance Team will be created and responsible for a school-wide incentive programs that will reward students in various categories: Perfect, Attendance, Most Improve Attendance, and Back-on-Track. As a result, students will be motivated to receive the rewards hence, increased attendance.

Person Responsible: Isolyn Hillhouse (ihillhouse@dadeschools.net)

By When: 9/29

8/17 The Behavior Management Teacher will create attendance tickets that include perfect attendance for 100%, Most Improved and "Back on Track" for students to purchase treats, and the 'Caught Being Good" Incentive Store. As a result, the students will be able to purchase items from the store as an incentive for improved or perfect attendance.

Person Responsible: Isolyn Hillhouse (ihillhouse@dadeschools.net)

By When: 9/29

8/21 The teachers, administrators, and truancy team will make phone calls home to parents with students with 3 or more absences. This immediate action will help the school target the issues and address them so students can quickly return to the school.

Person Responsible: Isolyn Hillhouse (ihillhouse@dadeschools.net)

By When: 9/29

9/06 The Attendance Team will provide a special luncheon for homeroom classes that have met the 95% to 100% monthly attendance incentive. As a result, students with perfect attendance will be able to participate and motivate others that will increase student attendance.

Person Responsible: Isolyn Hillhouse (ihillhouse@dadeschools.net)

By When: 9/29

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

According to the 2022 - 2023 FAST PM3 data, 42% of 7th grade students were proficient in Math as compared to the state and district average of 48%. Based on the data and the identified contributing factors of : high number of level 1 students. Student readiness levels limit the ability to master grade level tasks and lesson plans that do not set high expectations, we will implement the Targeted Element of Benchmark-aligned instruction.

Measurable Outcome:

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

With the implementation of Differentiated Instruction intervention, 5 percent 47% Math of students in grade 7 will score at level 3 or above in area of Math on the Spring 2024 PM3 FAST Math assessment.

Monitoring:

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

The leadership team (Sicily Mincey, Dr. Isolyn Hillhouse, Dr. Richard Ruffin, Ariel Blue, and Sherron Guyton) will attend weekly collaborative planning sessions to develop look-fors during walkthroughs. Administration will conduct weekly walkthroughs and review lesson plans for benchmark alignment and indication of Differentiated Instruction. Data Analysis of assessments will be reviewed weekly (8/21 - 9/29), to observe student progress. We will utilize the data trackers recommended to ensure students are demonstrating growth. Extended learning opportunities will be provided to those students who are not showing growth on OPM's.

Person responsible for monitoring outcome:

Sicily Mincey (pr2911@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of Benchmark Aligned Instruction, our school will focus on the Evidence-based Intervention of Differentiated Instruction to identify effective teaching that involves providing different students with different avenues to learning. This strategy involves developing teaching materials and assessment measures so that all students within a classroom can learn effectively. This framework will assist teachers with with gradually building students' knowledge by planning with their data in mind and meeting students where they are.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated Instruction will aide in the teachers acquiring content knowledge to support student learning, student processing of content information with the ability to learn effectively regardless of learning and knowledge gaps.

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 After the administration of PM1 assessment, administration will facilitate data discussions in grade level meetings to analyze reading data results. As a result, teachers will be able to create their groups for differentiated instruction.

Person Responsible: Sicily Mincey (pr2911@dadeschools.net)

By When: 9/29

8/21 Math Transformational coach along with the teachers will develop monthly Instructional Focus Calendars during Collaborative Planning that will provide teachers an opportunity to target lessons to include DI instruction. As a result, it will help teachers prepare the materials and resources for the individual needs of students.

Person Responsible: Arial Blue (ablue01@dadeschools.net)

By When: 9/29

8/21 The Math Transformational coach will work with teachers to develop bi-weekly/Topic Assessment data trackers during collaborative planning session to monitor progress and plan for DI lessons in math. As a result, teachers will be able to make the necessary adjustments based on the data to drive instruction.

Person Responsible: Arial Blue (ablue01@dadeschools.net)

By When: 9/29

8/21 Teachers will continue to identify District resources that align to the standards to incorporate into D.I framework during Collaborative Planning. As a result, teachers will prepare resources and materials aligned DI instruction to address individual student needs.

Person Responsible: Sicily Mincey (pr2911@dadeschools.net)

By When: 9/29

CSI, TSI and ATSI Resource Review

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

The Educational Excellence School Advisory Council (EESAC) will have an active role in the preparation of the school's budget and implementation plan of strategic classroom innovations through ancillary materials. The principal will discuss the current year budget with the membership. Provide data that will be analyzed by the members and suggested ancillary funding will be recommended for increased student achievement. Each SAC meeting will address student needs as result of data trends reflected on District Assessments. Members will discuss effective use of funding that directly affects student achievement. Extended Learning opportunities will be provided to support students in grades K-8 as it relates to student achievement and budget concerns.

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 STAR assessment data, 33% of kindergarten, 11% of students in first grade, and 39% of second grade students were proficient in Reading. Based on the data and the identified contributing factors of: Tier 1 instruction and DI did not result in major increases in proficiency for students in the lowest quartile, therefore we will strategically provide corrective feedback and differentiated instruction to target students progress in all levels through the use of Gradual Release of Responsibilities Model.

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

According to the 2023 FAST PM3 data, 43% of 3rd grade students were proficient in ELA as compared to the average of 50% and district average of 51%. Based on the data and the identified contributing factors of: Tier 1 instruction and DI did not result in major increases in proficiency for students in the lowest quartile, therefore we will strategically provide corrective feedback with Accountable Talk.

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

Within the implementation of Gradual Release of Responsibilities Model, an additional 10% of students in grades K-2 will score at proficiency level or above on the 2024 FAST STAR Assessment in Reading.

Grades 3-5 Measurable Outcomes

With the implementation of Accountable Talk, an additional 10% of students in grade 3 will score at proficiency level or above on the 2024 ELA FAST PM3. As a result, of consistently utilizing strategies

that increase student understanding, ensuring students are engaged in a daily review of the reading skills and concepts, and monitoring student OPM will increase ELA skills.

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 (Sicily Mincey, Dr. Isolyn Hillhouse, Dr. Richard Ruffin, Ariel Blue, and Sherron Guyton) will attend weekly collaborative planning sessions to develop look-fors during walkthroughs. Administration and coaches will closely monitor I-Ready Instructional Pathway, conduct weekly walkthroughs and review lesson plans for benchmark alignment and indication of differentiation. Data Analysis of assessments will be reviewed quarterly to observe student progress. We will utilize the data trackers recommended to ensure students are demonstrating growth. Extended learning opportunities will be provided to those students who are not showing growth on OPM's.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Mincey, Sicily , pr2911@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 Gradual Release of Responsibilities Model for students in K-2, teachers will guide students through the learning process with clear statements about the purpose and rationale for learning the new skill. This model is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

Within the Accountable Talk for students in grade 3-5, students will learn how to respectfully defend their answers. Accountable Talk stimulates higher-order and critical thinking—helping students to learn, reflect on their learning, and communicate their knowledge and understanding of classroom content. Teachers will ensure students are not limited to physical Turn and Talk or collaborative groups.

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?

Gradual Release of Responsibilities Model (GRRM) is a style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. This will support teachers in K-2 with introducing GRRM to students to build their endurance to work independently.

Accountable Talk will allow teachers and student to discuss meaningful, respectful, and mutually beneficial to both speaker and listener to develop a mindset of a reflective learner.

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
8/21 - 9/29 Administration will monitor evidence of GRRM in grades K-2 by reviewing teacher lesson plans, instruction, and student work products. As a result, lesson plans will reflect explicit instruction.	Mincey, Sicily , pr2911@dadeschools.net
8/21 - 9/29 Collaborative planning with the literacy coach and teachers will focus on GRRM to include sample student work, lesson planning aligned to standards and feedback for improvement. As a result, lesson plans will reflect best practices for monitoring GRRM Strategies.	Guyton, Sherron, guytonteach@dadeschools.net
8/21 - 9/29 The reading coach and teachers of grade 3-5 will review lesson plans and activities to identify opportunities for student Accountable Talks. As a result, teachers will be able to target learning and apply it to students in the classroom during student accountable talks.	Guyton, Sherron, guytonteach@dadeschools.net
8/21 - 9/29 Administration will monitor teacher lesson plans for evidence of student Accountable Talks by review teacher lesson plans, instruction, and corrective feedback on students work.	Mincey, Sicily , pr2911@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.

Linda Lentin K-8 Center leadership team members, instructional coaches, grade level chairpersons, and the EESAC committee will review recommendations of the schools end of year continuous improvement reflection sheets which identified overall strengths and opportunities for improvement. The Educational Excellence School Advisory Council (ESSAC) will assist with the writing and revision of the School Improvement Plan. The membership will review data in all content areas to determine needs of improvement. Discussion from all stakeholders will be taken into consideration for writing the action plan and steps for increased student achievement. All members will review the entire SIP for approval of the document. The EESAC will provide input on the needs and interests of the parent and school community as it impacts student achievement.

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 stakeholders involved in building positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, and Counselors. The Principal's role is to monitor and

oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale-boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

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)

Linda Lentin K-8 Center will regularly monitor the 2023 - 2024 SIP strategies monthly during leadership team meetings in order to reflect on progress related to school goals set. In addition, teachers and transformation coaches will conduct weekly common planning sessions, students will be provided opportunities to participate in extended learning opportunities: Before/After school tutoring, Saturday Camps, and Winter/Spring break camps to aide students in accelerate their learning within the instructional focus groups to meet progress towards strategies identified in the SIP.

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))

Linda Lentin K-8 Center will fully engage stakeholders in our Essential Practices on the School Improvement Process, identifying the Professional Learning opportunities for staff to provide ongoing feedback and suggestions to school leaders and during scheduled faculty meetings. Our school will create experiences throughout the year to engage parents and families and ensure they have the necessary information to support their children. Parent meetings are conducted monthly by grade level teacher groups. Parents and other stakeholders are informed about the happenings in the school through the use of Class DOJO, Messenger, and other modes of communication.

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))

Linda Lentin K-8 Center will create a schedule for student services personnel which consist of a guidance counselor and trust counselor will implement monthly activities to increase student awareness of services available and referrals for mental health services. The schedule will include the time slots allotted for the appropriate duties: individual student academic planning, school counseling classroom lessons based on student success standards, counseling to students, referrals, collaboration with families/teachers/ administrators/community for student success, and other student-focused meetings, and data analysis to identify student issues, needs and challenges. Our School will review the caseload of students assigned to the student services personnel on a quarterly basis to ensure all student mental health needs are being met within the schedule.

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))

Not Applicable

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).

Linda Lentin K-8 Center will implement a Positive Behavioral Interventions & Support (PBIS) which is evidence-based/three-tiered framework to improve and integrate all of the data, system, and practices affecting student outcomes every day. The PBIS program will support students and teachers to create opportunities for all students to be successful.

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))

Teachers and support staff is provided professional learning opportunities to improve instructional delivery, benchmark aligned instruction, collaborative planning and Instructional Coaching to build instructional practices.

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))

Linda Lentin K-8 Center participate is a district supported VPK program for students ages three and four years of age.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$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