

Miami-Dade County Public Schools

# Toussaint L'Ouverture Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Table of Contents

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>16</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>25</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>25</b>
<b>VI. Title I Requirements</b>	<b>28</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>30</b>

# Toussaint L'Ouverture Elementary

120 NE 59TH ST, Miami, FL 33137

<http://toussaint.dadeschools.net/>

## School Board Approval

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

## SIP Authority

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

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

### Additional Target Support and Improvement (ATSI)

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

### Targeted Support and Improvement (TSI)

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

### Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

## **Purpose and Outline of the SIP**

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

## I. School Information

### School Mission and Vision

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

The mission of Toussaint L'Ouverture Elementary School is to provide all students with the best possible educational experiences, thereby meeting the needs of the individual, as well as the entire community. We convey the cultural heritage of the nation, including the culture of the community. We facilitate the extensions of services of the school throughout the community and provide a center for community activities.

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

The vision of Toussaint L'Ouverture Elementary School is to provide a teaching and learning environment which sets high expectations and authentic learning experiences that will empower students to become lifelong learners in order to succeed in a global society.

### 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
Clayton, Tequila	Assistant Principal	As the assistant principal, Mrs. Clayton works in collaboration with the principal in implementing the vision and mission for the school. Mrs. Clayton ensures fidelity of the MTSS monitoring by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.
Clermont, Paul	Principal	Serving in the capacity of governing agent, the principal bears the responsibility of the overall operation of the MTSS/RtI and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making, evaluate the MTSS/RtI skills of school personnel, monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place, provide professional development to support MTSS/RtI implementation, and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/RtI functions, plans and projects.
Malebranche, Marie	Instructional Coach	As the reading coach, Ms. Malebranche provides direct instructional services related to improving and supporting classroom instruction. Ms. Malebranche utilizes the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Thermidor, Patricia	Instructional Coach	As the math coach, Ms. Thermidor provides direct instructional services related to improving and supporting classroom instructions. Ms. Thermidor utilizes the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students academic success.

**Stakeholder Involvement and SIP Development**

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

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

The development of the SIP is comprised of the schools leadership team, curriculum school site leaders, teachers and staff. The curriculum leaders (administration and coaches) meet to review current data. At this time student data trends, strengths and weakness' are reviewed to develop considered areas of focus. During the Opening of Schools, grade levels meet to review the preliminary focus areas and are able to engage in profession discourse. If recommendations are made during this time, the leadership team will include those recommendations on the SIP. During our EESAC meetings, school-wide data is presented and all members are able to engage in this presentation. Parents are a part of this meeting as

well. Suggestions and changes are made if applicable. Additionally, the results of the schools Climate Survey is reviewed at our Faculty Meeting to develop areas of focus to be considered. Once the data has been analyzed, the SIP is created with the input of all stakeholders and presented during a faculty meeting and EESAC.

**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 schools SIP will be monitored through the Leadership Team and the School Advisory Council. The SIP is reviewed monthly during the ESSAC meetings. During this public meeting, updates and data related to the focus areas are reviewed and if there are any modifications that need to be made, then it would be documented on the SIP. School wide initiatives are also reviewed and the effectiveness of their implementation (i.e., Before and Afterschool tutoring and Saturday Success Academy). These initiatives are targeted to those students who have a high academic need.

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	99%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	



## Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	16	13	7	10	6	9	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	2	7	2	4	5	0	0	0	20
Course failure in Math	0	5	8	10	9	1	0	0	0	33
Level 1 on statewide ELA assessment	0	0	0	41	21	12	0	0	0	74
Level 1 on statewide Math assessment	0	0	0	18	18	22	0	0	0	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	24	26	55	30	26	0	0	0	174

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	21	41	126	78	66	0	0	0	332

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	2	0	19	0	0	0	0	0	21
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

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	13	6	13	5	9	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	16	7	5	0	0	0	35
Course failure in Math	0	0	4	10	6	7	0	0	0	27
Level 1 on statewide ELA assessment	0	0	0	13	18	14	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	4	10	14	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	8	33	20	13	0	0	0	74
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	7	16	15	12	0	0	0	50

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	0	15	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	13	6	13	5	9	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	16	7	5	0	0	0	35
Course failure in Math	0	0	4	10	6	7	0	0	0	27
Level 1 on statewide ELA assessment	0	0	0	13	18	14	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	4	10	14	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	8	33	20	13	0	0	0	74
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	7	16	15	12	0	0	0	50

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	0	15	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

**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*	45	60	53	39	62	56	35		
ELA Learning Gains				72			60		
ELA Lowest 25th Percentile				74			45		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Achievement*	64	66	59	57	58	50	27		
Math Learning Gains				78			23		
Math Lowest 25th Percentile				82			27		
Science Achievement*	28	58	54	24	64	59	20		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	68	63	59	56			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)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	234
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	482

2021-22 ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	14	Yes	2	2
ELL	47			
AMI				
ASN				
BLK	47			
HSP	44			
MUL				
PAC				
WHT				
FRL	48			

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	31	Yes	1	1
ELL	63			
AMI				
ASN				
BLK	59			
HSP	61			
MUL				
PAC				
WHT				

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%
FRL	60			

**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	45			64			28					68
SWD	10			33							3	
ELL	47			75			21				5	68
AMI												
ASN												
BLK	45			64			32				5	67
HSP	43			64			10				5	69
MUL												
PAC												
WHT												
FRL	45			64			33				5	66

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	39	72	74	57	78	82	24					56
SWD	0	50		11	64							
ELL	46	80		72	90		33					56
AMI												
ASN												
BLK	35	76	67	57	80	83	21					54
HSP	44	67		61	75							58
MUL												
PAC												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
WHT												
FRL	38	72	72	57	78	81	23					55

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	35	60	45	27	23	27	20					44
SWD	8			9								
ELL	43	60		33	21		18					44
AMI												
ASN												
BLK	35	58	45	23	28		19					48
HSP	36	64		40	9		20					38
MUL												
PAC												
WHT												
FRL	36	61	45	27	24	27	20					45

**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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	67%	56%	11%	54%	13%
04	2023 - Spring	32%	58%	-26%	58%	-26%
03	2023 - Spring	23%	52%	-29%	50%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	66%	63%	3%	59%	7%
04	2023 - Spring	43%	64%	-21%	61%	-18%
05	2023 - Spring	52%	58%	-6%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	22%	50%	-28%	51%	-29%

### 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.**

When analyzing the 2022-2023 FAST PM 3 data, the data component that showed the lowest performance was 3rd Grade ELA which yielded 34% of the students showing proficiency. The contributing factor that led to last year's low performance were: a high number of previous retainees, classroom teacher took a leave of absence and a high level of ELL students.

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

The 2022-2023 FAST PM3 data revealed an upward trend for all areas (ELA 6% and Science 6%). However, science poses an issue for the upcoming school year. A few factors that led to this revelation:  
 \*New teacher to 5th grade math and science content  
 \*New 5th grade teacher who has to prepare for both math and science.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component that had the greatest gap when compared to the state average was 3rd grade ELA proficiency (-16% difference from state average). The contributing factors that led to this deficit were: a high number of previous retainees, classroom teacher took a leave of absence and a growing level of ELL students. Additionally new grade-level benchmarks were introduced and students unfinished learning from previous grades due to the pandemic. The low performance in 3rd grade ELA was also evident in i-Ready AP3 data (30% of students on grade-level or above).

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



When analyzing the 2022-2023 FAST PM 3 data, the data component that showed the most improvement from the prior year was 3rd-5th grade math (21-22 57% proficiency; 22-23 64% proficiency). The new actions that led to the improvements in math proficiency were targeted small group instruction (push in/pull out), utilization of math interventionists to assist with small group instruction. The incorporation of manipulatives, math fluency practice during extended learning opportunities and direct instruction from the math coach led to this improvement.

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

When reviewing the EWS data, the following areas of concern were:

- Student Attendance. 22% of the students had 16-30 absences and 6% of the students had 31+ absences.

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

The highest priorities for school improvement in the upcoming school year as as follows:

1. 3rd Grade ELA- ensuring that the teachers receives coaching support and knows the demands of the standards.
2. ELL Support- due to the growing ELL population, we must prioritize providing the teachers with appropriate strategies to support ELL students. We must also prioritize hiring bilingual interventionist to further support the ELL students during Tier 2 and Tier 3 intervention.
3. Student Attendance- If students aren't in school, the achievement gap will continue to increase. Attendance initiatives must be created to monitor student attendance and develop solutions to the cause of students absenteeism.
4. Science personnel- New teacher to content development.

**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.

According to the 2022-2023 FAST PM 3 data, 34% of the third grade students were proficient in ELA as compared to the state average of 50% and district average of 51%. According to the 2022-2023 FAST PM 3 data, 60% of students in grades 3rd thru 5th were proficient in Math. Based upon the data and the identified contributing factors of: 3rd teacher on leave for the majority of the school year, a large number of retainees and a high number of ESOL level 1 and 2 students. We will implement the Targeted Element of Differentiated 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 Differentiation, 3rd thru 5th grade proficiency will increase by 6 percentage points on the FAST PM3 assessment during the 2023-2024 school year for ELA and Math.

**Monitoring:**

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

Differentiation will be monitored through focused classroom walkthroughs by the administrative team to ensure that differentiation is aligned to current data. Quarterly data chats will be conducted and the adjustments of student groups based on current data. Administration will review lesson plans for indication of differentiation. Online data trackers will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

**Person responsible for monitoring outcome:**

Paul Clermont (pclermont@dadeschools.net)

**Evidence-based Intervention:**

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

Within the Targeted Element of Differentiation, our school will focus on the Evidence-based Intervention of: Differentiated Instruction (DI). 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.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

According to the 2022-2023 FAST PM 3 data, 34% of the third grade students were proficient in ELA as compared to the state average of 50% and district average of 51%. Bridging the achievement gap is an important goal, and providing differentiated instruction can be an effective strategy. Differentiated instruction involves tailoring teaching methods and content to meet the diverse needs of students. Based on the data, and the identified contributing factors, bridging the achievement gap is an important goal, and providing differentiated instruction can be an effective strategy.

**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.

Transformation Coach will provide aligned resources to classroom teachers for differentiated instruction during collaborative planning to remediate deficient standards.

**Person Responsible:** Marie Malebranche (mmalebranche@dadeschools.net)

**By When:** 9/5

Data trackers will be created to monitor student progress on remediated standards.

**Person Responsible:** Tequila Clayton (tclayton@dadeschools.net)

**By When:** 9-5

Administrators will conduct bi-weekly data chats with Transformation Coaches and Lead Teachers (math) to review recent weekly and bi-weekly assessments to monitor all students but with a specific emphasis on level 1-2 students.

**Person Responsible:** Tequila Clayton (tclayton@dadeschools.net)

**By When:** 9-5

Administrative walkthroughs will be conducted to determine the overall instruction during DI.

**Person Responsible:** Tequila Clayton (tclayton@dadeschools.net)

**By When:** 9-5

## #2. Instructional Practice specifically relating to Intervention

### 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 PM 3 data, 34% of the third grade students were proficient in ELA as compared to the state average of 50% and district average of 51%. Based upon the data and the identified contributing factors of: 3rd teacher on leave for the majority of the school year, a large number of retainees, we will implement the targeted element of Intervention to address the needs of overall proficiency in ELA.

### Measurable Outcome:

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

With the implementation of Intervention, ELA proficiency will increase 6 percentage points on the FAST PM3 assessment during the 2023-2024 school year.

### Monitoring:

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

The transformational coach will monitor the fidelity of the school-wide intervention program. Data from the intervention program will be analyzed by the Leadership Team to determine if the targeted students are making progress.

### Person responsible for monitoring outcome:

Paul Clermont (pclermont@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.)

Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Effective monitoring of the school-wide intervention program ensures the needs of all students to acquire new skills and to build upon existing ones are met leading to academic achievement and overall success in the school environment.

### 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.

Transformational Coach will conduct a intervention program (Horizon and Elevate) overview with ELA teachers.

**Person Responsible:** Marie Malebranche (mmalebranche@dadeschools.net)

**By When:** 8/28 all ELA teachers will be trained on how to access and implement the intervention program.

Transformational Coach will facilitate weekly collaborative planning meetings. This will provide teachers with support to implement the intervention program with fidelity. Product walkthroughs will be analyzed during the collaborative planning sessions.

**Person Responsible:** Marie Malebranche (mmalebranche@dadeschools.net)

**By When:** 8/21-9-22

The Transformational Coach will conduct data chats to review intervention chapter test/lesson data. This would allow the teacher and coach to make instructional shifts as it relates to student groups.

**Person Responsible:** Marie Malebranche (mmalebranche@dadeschools.net)

**By When:** 9-22

The intervention program will be monitored through focused walkthroughs and during grade level collaboration with teacher.

**Person Responsible:** Paul Clermont (pclermont@dadeschools.net)

**By When:** 9/29

### #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 2022-2023 ESSA Subgroup data, 31 percent of our Students with Disabilities performed at proficiency. This number fell below our targeted goal of 41 percent. Based on the data, we will implement the instructional practice of scaffolding to improve student outcomes.

#### Measurable Outcome:

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

With the implementation of Scaffolding, 6% of our SWD will score at or above grade level in the areas of ELA, Math and Science as evidenced on state assessments.

#### Monitoring:

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

The administrative team (Mr. Clermont and Mrs. Clayton) will monitor the implementation of scaffolding by: collecting relevant data on SWD, including OPM's, bi-weekly ELA assessments, math topic assessments, attendance records to track improvements over time. Focused walkthroughs will be conducted to provide effective feedback on Tier 1 instruction to SWD.

#### Person responsible for monitoring outcome:

Tequila Clayton (tclayton@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.)

Scaffolding will assist with gradually building the students knowledge by planning with their data in mind and meeting students where they are. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Scaffolding is a teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance.

#### 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.

Teachers will engage in a school-site PD designated Best Practices on the instructional strategy of scaffolding. As a result of teachers attending this PD, teachers will gain a better understanding of how scaffolding allows students to understand the content in smaller units.

**Person Responsible:** Marie Malebranche (mmalebranche@dadeschools.net)

**By When:** 10/31-Provide Professional Development for teachers on effective implementation of scaffolding that is aligned to students needs. As a result, teachers will identify resources that are appropriate for student success.

Teachers will develop lesson plans that address students needs. As a result, teachers will have student groups, appropriate resources and lesson plans that reflect scaffolding.

**Person Responsible:** Tequila Clayton (tclayton@dadeschools.net)

**By When:** 9-11

Teachers will attend weekly collaborative planning meetings to collaborate and model shared best practices. These strategies can include scaffolding, student questioning and think alouds.

**Person Responsible:** Marie Malebranche (mmalebranche@dadeschools.net)

**By When:** 9-11

Administrative walkthroughs will occur to conduct product reviews specifically for SWD.

**Person Responsible:** Tequila Clayton (tclayton@dadeschools.net)

**By When:** 9-29

**#4. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

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

According to the 2022-2023 EWS data, student attendance is an area of focus. 113 of our students had 16 or more absences, 60 students with 10-14 absences, 97 students with 5-9 absences. It is evident that student attendance and achievement are related. As a result, we must prioritize the monitoring of attendance and the incentives that will be used to increase student attendance.

**Measurable Outcome:**

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

If we implement school-wide attendance initiatives, we will be able to increase student attendance at Toussaint L'Ouverture Elementary as evidenced by a 5% reduction in the percentage of students with 9 or more absences by the end of the 2024 school year.

**Monitoring:**

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

Student attendance initiatives will be monitored by the school attendance review committee. An Attendance Review Committee is a multidisciplinary team responsible for monitoring and addressing student attendance issues in a school setting. The committee's primary goal is to promote regular attendance, identify root causes of absenteeism, and implement targeted interventions to support students in improving their attendance. The responsibilities of the committee include: identifying targeted students, conducting appropriate interventions, monitor attendance progress, providing attendance incentives.

**Person responsible for monitoring outcome:**

Tequila Clayton (tclayton@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.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Strategic attendance initiatives are essential for fostering a positive and productive learning environment, promoting student success and contributing to overall school improvement. Establishing an Attendance Review Committee demonstrates a commitment to addressing attendance challenges and promoting a positive school environment that values consistent student attendance. The committee's efforts can contribute to improves student outcomes and create a supportive network to address attendance-related issues effectively.

**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.

Administration will identify an Attendance Review Committee to monitor school-wide attendance.

**Person Responsible:** Tequila Clayton (tclayton@dadeschools.net)

**By When:** 8-25-Memebers of the committee would have been identified.

Attendance committee will develop a school-wide attendance plan.

**Person Responsible:** Tequila Clayton (tclayton@dadeschools.net)

**By When:** 8-31- Schoolwide attendance plan will be developed and shared will all stakeholders.

The attendance review committee will develop a meeting schedule to review attendance data.

**Person Responsible:** Tequila Clayton (tclayton@dadeschools.net)

**By When:** 9/1-9/25- The attendance review committee will establish communication protocols for sharing attendance data, intervention plans and progress updates with parents/guardians.

Attendance committee will review attendance report and make weekly phone calls to students of concern.

**Person Responsible:** Tequila Clayton (tclayton@dadeschools.net)

**By When:** 8/31

**CSI, TSI and ATSI Resource Review**

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

School improvement funding allocations will be used to foster student achievement. These funds will be utilized to provide Extended Learning opportunities to targeted students. As a result of the implementation of various Extended Learning opportunities, students overall achievement and well-being will improve.

**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**

The 2023 Star Literacy Assessment revealed that the mean average of the following grades are as follows: 37 percent for kindergarten, 35 percent of 1st graders and 21 percent of 2nd graders. This shows that our students averages are far below 50 percent. Interventions and targeted small group instruction would benefit these students in an effort to meet grade level expectations and proficiency.

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

The 2023 FAST Assessment proficiency data revealed that 26 percent of the 3rd graders were proficient in ELA. 38 percent of the 4th graders were proficient in ELA and 32 percent of the 5th graders were proficient in ELA. This shows that 3rd grade in particular has the greatest need. With the implementation of interventions and targeted small group instruction, students would benefit from these systems in an effort to meet grade level expectations and proficiency.

**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 we successfully implement targeted small group instruction specifically related to Reading/ELA, then our ELA proficiency in grades K through 2 will increase by 10 percentage points towards proficiency on the state assessment.

**Grades 3-5 Measurable Outcomes**

If we successfully implement targeted small group instruction specifically related to Reading/ELA, then our ELA proficiency in grades 3rd thru 5 will increase by 5 percentage points towards proficiency on the state 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.

Administration will monitor collaborative planning to ensure that the focus is on small group instruction. During this planning, data will be analyzed to ensure proper student grouping and that resources are aligned.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Clayton, Tequila, tclayton@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?

Standards-Based Collaborative Planning with an emphasis on small group instruction will be the evidence based practice that will be implemented to achieve the measurable outcome.

### 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?

The overall reading proficiency in grades 3rd through 5th was 46% for the 2023 school year. With the implementation of Standards-Based Collaborative Planning with an emphasis on small group instruction, students will be able to increase their reading comprehension on bi-weekly and state assessments.

### 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
Literacy Coaching: Transformation Coaches will provide standard aligned resources to classroom teachers to ensure that B.E.S.T. standards are addressed.	Clayton, Tequila, tclayton@dadeschools.net
Literacy Coaching: The literacy coaches will model for teachers via coaching cycles on how to effectively execute small group instruction as indicated by the framework of effective instruction.	Clayton, Tequila, tclayton@dadeschools.net
Professional Development: ESE chairperson will provide a PD on the instructional strategy of scaffolding to support our SWD who are in a general education classroom setting.	Clayton, Tequila, tclayton@dadeschools.net
Professional Development: Transformation Coaches will also conduct quarterly professional development trainings to ensure teachers have a comprehensive understanding of the nuances of differentiated instruction. When teachers appreciate that individualized instruction can include what and how students learn, they are better positioned to help all children reach academic proficiency.	Clayton, Tequila, tclayton@dadeschools.net
Assessment: Administrative team will develop an assessment schedule to include FAST and STAR testing dates for all students.	Clayton, Tequila, tclayton@dadeschools.net
Literacy Leadership: Transformational Coaches will provide administrators with real time data after each Topic and Bi weekly assessment.	Clayton, Tequila, tclayton@dadeschools.net
Literacy Leadership: Transformational Coaches will review and prepare a classroom Goal Tracker for reading. This Goal Tracker will allow all stakeholders to monitor if the class/ section is on target to meeting their goal.	Clayton, Tequila, tclayton@dadeschools.net
Assessment: Parent workshops will be conducted to review data from FAST PM1 and 2 and iReady PM1 and PM2. During this time parents will have an opportunity to receive resources on how to help their child at home.	Clayton, Tequila, tclayton@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 School Improvement Plan will be shared during our scheduled EESAC meetings. During these meetings school-wide data will be shared via face to face meetings and TLE's website (<http://toussainteprimary.squarespace.com>) to show how current instructional programs have had an impact on 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))

We encourage parent volunteers to assist with some daily operations at the school site (cafeteria monitor, school store). This collaborative effort creates a supportive and fulfilling environment. TLE provides parents with monthly calendars that outline specific activities for the month. Additionally, parents are encouraged to attend our monthly EESAC meetings and Annual Parent Title I Meeting to gain information about the educational initiatives at TLE which can also be found on the school's website (<http://toussainteprimary.squarespace.com>). Parents are afforded the opportunity to arrange and attend parent teacher conferences. During this collaborative effort, parents can receive value information regarding their child's progress and receive resources to assist in their development.

**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)**

Toussaint L'Ouverture will provide extended learning opportunities to all students. This opportunity will allow targeted students to receive additional assistance needed to meet mastery on school and state assessments. These students will receive small group instruction in ELA with standard based aligned material. The students in our gifted program will receive enrichment services during their intervention block. This enrichment would allow students to strengthen their reading and writing skills.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A

**Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

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

Through teacher and or staff recommendations, students are identified that are in need of counseling services. Referrals are made to various contracted mental health agencies. Conferences are held monthly with the mental health team to monitor services.

**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).**

Our school counselor conducts small group sessions to address problematic behaviors that may arise. Additionally, the EWS serves as a guide as well. These sessions are comprised of but not limited to:  
 -Small groups  
 -One on one counseling  
 -Organized activities  
 An overview of the Student Code of Conduct will be reviewed schoolwide to prevent and address problematic behaviors.

**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))**

During collaborative planning, Transformational Coaches, review current data, aligned resources and make adjustments to targeted student groups as needed. Transformational coaches will attend collaboratories and In-house PD's.

**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 Community Involvement Specialist, recruits students from neighboring preschools to enroll them in our kindergarten classes. This partnership has increased our kindergarten enrollment.

**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: Instructional Practice: Intervention	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

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

No