

Miami-Dade County Public Schools

Meadowlane Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Meadowlane Elementary School

4280 W 8TH AVE, Hialeah, FL 33012

<http://meadowlane.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.

Meadowlane Elementary will provide a learning community that maximizes the academic, creative and personal potential of all its students. In addition, we will provide an educational environment that bridges the gaps between textbook knowledge, practical application and abstract thought, while inspiring and stimulating intellectual curiosity that will guide our learners throughout their lives.

Provide the school's vision statement.

The vision of Meadowlane Elementary is to establish an educational partnership with the home, school, and community that provides an optimal learning environment.

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
Garcia, Maritza	Principal	Responsible for planning, organizing and supervising all functions essential to the operation of an effective, efficient and safe learning environment. The principal is responsible for overseeing areas such as School Improvement Plan (SIP), Curriculum Planning, Implementation and Monitoring, Professional Development, Plant Operations, Certification, Technology, English Language Learners (ELL), Testing, Master Schedule, Attendance, Custodians and Discipline.
	Assistant Principal	Responsible for assisting the principal in planning, organizing and supervising all functions essential to the operation of an effective, efficient and safe learning environment. Assisting the principal with the School Improvement Plan (SIP), Curriculum Planning, Implementation and Monitoring, Professional Development, Plant Operations, Certification, Technology, English Language Learners (ELL). Responsible for assisting the principal for testing, Master Schedule, Attendance, Custodians and Discipline.
Figueroa, Christine	Instructional Coach	The Reading Coach (K-5) will direct instructional services related to ELA for students and provide assistance to teachers. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research based reading instruction.
Trujillo, Maria	Math Coach	The Mathematics Coach (K-5)/Science Coach will direct instructional services related to mathematics and science for students and provide assistance to teachers. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research based mathematics instruction.
Helsper, Michael	Teacher, K-12	This is a professional position responsible for the instruction of one or more subjects to fifth grade students.
Dominguez, Michelle	Teacher, K-12	This is a professional position responsible for the instruction of one or more subjects to fifth grade students.

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 process for involving stakeholders in the School Improvement Plan (SIP) development process is crucial to ensure that the plan reflects a comprehensive and collaborative approach to enhancing the school's performance. The purpose and importance of the SIP to all stakeholders was communicated.

The use of multiple channels such as emails, newsletters, school website, and social media to inform stakeholders about the upcoming engagement activities will be utilized. Meeting and workshops will be developed for different stakeholder groups. Surveys or questionnaires to gather feedback from stakeholders who might not be able to attend meetings will also be utilized throughout the year. These tools can provide valuable insights into their perspectives and suggestions. Organize brainstorming sessions where stakeholders can collectively generate ideas for improving various aspects of the school, such as curriculum, facilities, extracurricular activities, etc. will also be implemented. By involving a diverse range of stakeholders and incorporating their input, the School Improvement Plan becomes a more holistic and effective roadmap for enhancing the school's overall performance and fostering a sense of ownership and commitment among the school community.

SIP Monitoring

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

The School Improvement Plan will be monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards during all EESAC meetings. In addition the SIP will also be monitored for effectiveness during all phases of the timeline. During these scheduled EESAC meetings revision to the SIP will be made as needed. All revisions to the plan will be shared with all stakeholders as needed as well.

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

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

	2017-18: A
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	23	4	6	10	4	2	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	12	11	22	7	5	0	0	57
Course failure in Math	0	0	15	22	16	8	0	0	0	61
Level 1 on statewide ELA assessment	0	0	0	8	32	42	0	0	0	82
Level 1 on statewide Math assessment	0	0	0	6	23	17	0	0	0	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	32	32	66	40	47	0	0	0	217

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	8	16	24	19	0	0	0	67

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	7	8	8	8	5	0	0	0	36
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	7	23	6	4	0	0	0	41
Course failure in Math	0	2	6	20	5	9	0	0	0	42
Level 1 on statewide ELA assessment	0	0	0	17	23	16	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	14	15	10	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	9	31	32	21	0	0	0	93

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	6	24	16	11	0	0	0	59

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	2	17	1	1	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	17	4	6	9	4	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	12	17	13	6	0	0	0	48
Course failure in Math	0	0	15	22	16	8	0	0	0	61
Level 1 on statewide ELA assessment	0	0	0	8	23	42	0	0	0	73
Level 1 on statewide Math assessment	0	0	0	6	23	17	0	0	0	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	32	32	66	40	47	0	0	0	217

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	8	16	24	19	0	0	0	67

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63	60	53	65	62	56	61		
ELA Learning Gains				72			64		
ELA Lowest 25th Percentile				64			48		
Math Achievement*	74	66	59	80	58	50	63		
Math Learning Gains				87			54		
Math Lowest 25th Percentile				82			26		
Science Achievement*	81	58	54	70	64	59	60		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	54	63	59	52			55		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	335
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	572
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	31	Yes	1	1
ELL	61			
AMI				
ASN				
BLK				
HSP	68			
MUL				
PAC				
WHT				

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%
FRL	65			

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	46			
ELL	70			
AMI				
ASN				
BLK				
HSP	72			
MUL				
PAC				
WHT				
FRL	71			

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	63			74			81					54
SWD	13			35			36				5	57
ELL	57			67			68				5	54
AMI												
ASN												
BLK												
HSP	64			74			83				5	54
MUL												

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
PAC												
WHT												
FRL	60			69			79				5	57

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	65	72	64	80	87	82	70					52
SWD	23	53	50	42	74	72	30					24
ELL	58	74	64	77	87	85	59					52
AMI												
ASN												
BLK												
HSP	65	73	65	80	87	83	70					52
MUL												
PAC												
WHT												
FRL	63	72	65	79	86	83	69					53

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	61	64	48	63	54	26	60					55
SWD	24	47	25	26	26	18	18					36
ELL	58	65	55	60	54	28	55					55
AMI												
ASN												
BLK												
HSP	62	66	52	64	55	26	61					55
MUL												
PAC												
WHT												
FRL	59	63	46	61	51	20	57					55

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	52%	56%	-4%	54%	-2%
04	2023 - Spring	49%	58%	-9%	58%	-9%
03	2023 - Spring	50%	52%	-2%	50%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	63%	63%	0%	59%	4%
04	2023 - Spring	68%	64%	4%	61%	7%
05	2023 - Spring	70%	58%	12%	55%	15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	67%	50%	17%	51%	16%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the FAST PM3, ELA showed the lowest performance this school year. We attribute the low performance in this category to the following factors: new state assessment, new standards in ELA, lingering COVID affects for students who were remote, high number of ELL students who although have been in the country for more than two years have not mastered the language or grade expectations and student attendance.

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

According to the FAST PM 3, ELA showed the greatest decline from prior year. According to the 2022 FSA, ELA proficiency was 65% as compared to the FAST PM3 at 50%. Therefore there was a 15 percentage point decrease in this category.

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

The component with the greatest gap when compared to the state average is fourth grade ELA. The state average in this category was 57% as compared to our school at 48%. We attribute the gap to the following factors: new state assessment, new standards in ELA, lingering COVID affects for students who were remote, and high number of ELL students who although have been in the country for more than two years have not mastered the language or grade expectations. We do not recognize any trends in this category as this same grade level scored at a 64% proficiency last school year.

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

The most improvement shown was in 5th Grade Science. We attribute this gain to the implementation of more hands on activities, weekly science labs and intervention groups for students performing below grade level in topic assessments.

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

Two areas of concern for the component with the lowest performance would be according to the EWS data is course failure in Math, and Level 1 achievement in ELA.

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

Our highest priorities for school improvement for the upcoming school year will be: ELA Instruction, Teacher Attendance, Mathematics Instruction, utilization of data to drive instruction and the application of benchmark standards in Kinder through 5th grade.

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 ELA

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, 50% of students in third through fifth grade were proficient in ELA as compared to 65% of students in third through fifth grade who were proficient in ELA in 2022. Based on the data and the identified contributing factors of: high numbers of level 1 and 2 Esol students, new grade level standards, and lack of data usage in order to guide instruction we will implement Data Driven Instruction in order to improve in this area.

Measurable Outcome:

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

With the implementation of Data driven instruction in ELA , 60% of students in third through fifth grade will be proficient by 2023-2024 state assessment PM3 June 2024 as compared to 50% in 2022-2023.

Monitoring:

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

The Administration will conduct quarterly data chats, weekly walkthroughs and follow up with teachers to ensure that instruction is aligned to the current data. In addition, teachers will adjust groups based on current data as needed. Extended learning opportunities will be provided for students who are not making growth on OPM assessment.

Person responsible for monitoring outcome:

Maritza Garcia (pr3141@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 ELA , our school will focus on the evidence based intervention of data driven instruction. Data driven instruction will ensure that the needs of students are met with a systematic approach to instruction. Data driven instruction will be monitored through the use of data trackers to drive instruction planning and data driven conversations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data driven instruction will ensure that our teachers are utilizing relevant t and current data to plan for instruction and to create lessons that are student centered and customized to meet their needs.

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.

By September 29 Teachers will administer the ELA PM1 assessment.

Person Responsible: Maritza Garcia (pr3141@dadeschools.net)

By When: By September 29, 2023

By October 14 Teachers and instructional coaches will analyze the results of ELA PM1 assessment during grade level meetings.

Person Responsible: Christine Figueroa (cfigueroa@dadeschools.net)

By When: By September 29, 2023

Utilizing the results of PM1 assessment, teachers will create DI groups for their ELA classes.

Person Responsible: Christine Figueroa (cfigueroa@dadeschools.net)

By When: By September 29, 2023

Online trackers will be created to monitor OPM data on a bi-weekly basis.

Person Responsible: Christine Figueroa (cfigueroa@dadeschools.net)

By When: By September 29, 2023

#2. 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.

Based on the 2023 FSA data there was a decrease in the proficiency rate of students in third through fifth grade in ELA. In 2022 the ELA proficiency rate of students in third through fifth grade was 65% as compared to 2023 where only 50% of students in third through fifth grade scored proficiency. Therefore our main focus will be on benchmark-aligned instruction as a critical area because of the following components: recent standard change to B.E.S.T standards, relatively recent curriculum for reading interventions, and a decrease in our ELA proficiency rate.

Measurable Outcome:

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

With the implementation of standard-aligned instruction in ELA, proficiency rates in 3rd-5th grade will increase from 50% to at least 60% as measured by the 2024 state assessments.

Monitoring:

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

The Administration will conduct weekly walkthroughs during the ELA instructional block in grades K-5 and follow up will be provided to teachers as needed. In addition administrators will review bi-weekly lesson plans for indication of standard aligned instruction for all students in their classroom.

Person responsible for monitoring outcome:

Maritza Garcia (pr3141@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of instructional practice, our school will focus on the evidence-based strategy of benchmark aligned instruction to increase the proficiency level of students, therefore improving student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Benchmark-aligned instruction will ensure that teachers are using relevant and district aligned instruction that are customized to meet the needs of the students.

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.

September 2023 teachers will administer the ELA PM1 assessment to all 3rd-5th grade students.

Person Responsible: [no one identified]

By When: By September 2023

By end of September Teachers and instructional coaches will analyze the results of ELA PM1 results during grade level meetings.

Person Responsible: [no one identified]

By When:

September 2023 teachers will administer the ELA PM1 assessment to all 3rd-5th grade students.

Person Responsible: [no one identified]

By When: By September 2023

By end of September Teachers and instructional coaches will analyze the results of ELA PM1 results during grade level meetings.

Person Responsible: [no one identified]

By When: By September 29, 2023

During grade level meetings, curriculum coaches will review the district pacing guides in order to assure that teachers are covering the benchmarks in Language Arts as outlined in these guides.

Person Responsible: Christine Figueroa (cfigueroa@dadeschools.net)

By When: By September 29, 2023

September 2023 teachers will administer the ELA PM1 assessment to all 3rd-5th grade students.

Person Responsible: [no one identified]

By When: By September 2023

By end of September Teachers and instructional coaches will analyze the results of ELA PM1 results during grade level meetings.

Person Responsible: [no one identified]

By When: By September 29, 2023

During grade level meetings, curriculum coaches will review the district pacing guides in order to assure that teachers are covering the benchmarks in Language Arts as outlined in these guides.

Person Responsible: Christine Figueroa (cfigueroa@dadeschools.net)

By When: By September 29, 2023

September 2023 teachers will administer the ELA PM1 assessment to all 3rd-5th grade students.

Person Responsible: [no one identified]

By When: By September 2023

By end of September Teachers and instructional coaches will analyze the results of ELA PM1 results during grade level meetings.

Person Responsible: [no one identified]

By When: By September 29, 2023

During grade level meetings, curriculum coaches will review the district pacing guides in order to assure that teachers are covering the benchmarks in Language Arts as outlined in these guides.

Person Responsible: Christine Figueroa (cfigueroa@dadeschools.net)

By When: By September 29, 2023

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

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

Based on the 2022-2023 School Climate survey the statement "I feel lack of concern/support from parents" increased from 51% in 2021-2022 to 55%. Studies have proven that parental involvement is a major factor in student outcomes, including closing the achievement gap for students who are performing below grade level.

Measurable Outcome:

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

With the implementation of parental involvement , a decrease of at least 10% of teachers should feel that parents have lack of concern or do not support them with the students as measured by the 2023-2024 School Climate Survey in June.

Monitoring:

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

The administration will monitor parent participation via sign-in sheets for school events such as workshops, PTA activities, and Open House.

Person responsible for monitoring outcome:

Maritza Garcia (pr3141@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 area of Focus of Positive Culture and Environment, we will focus on Parental involvement. Using various family engagement activities the parental involvement rate should improve which in turn will improve student achievement in all areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We believe that increasing the participation of parental involvement would help close the achievement gap between various groups of students including students who are on or above grade level.

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.

The administration will utilize the School messenger on weekly manner to inform parents of important information to keep them informed.

Person Responsible: Maritza Garcia (pr3141@dadeschools.net)

By When: By September 29, 2023

The school will schedule a parent workshop to facilitate the opportunity for parents to become school volunteers.

Person Responsible: Maritza Garcia (pr3141@dadeschools.net)

By When: By September 29, 2023

The administration will schedule parent workshops at different times of the day in order to accommodate working parents and various parental schedules.

Person Responsible: Maritza Garcia (pr3141@dadeschools.net)

By When: By September 29, 2023

#4. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:

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

Based on the 2022-2023 EWS, the number of teachers with more than 10 absence during the school year has been increasing in the last three years. In 2021 10 of teachers had 10 or more absences as compared to 2022 where 20% of teachers had more than 10 absences and in 2023 26% of teachers had 10 or more absences. Studies have proven that teacher consistency is a major factor in student outcomes, including closing the achievement gap for students who are performing below grade level.

Measurable Outcome:

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

With the implementation of Teacher Attendance , there should be a decrease of at least 5 percentage points of teachers with 10 or more absences as evidence in the 2024 EWS data.

Monitoring:

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

The administration will monitor daily teacher attendance by reviewing the substitute report, completing classroom walk-thru, and meeting with teachers if excessive absences are noted.

Person responsible for monitoring outcome:

Maritza Garcia (pr3141@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.)

With the implementation of Teacher Attendance a decrease of at least 5% of teachers with with more than 10 absences should noted as measured by the 2024 School Climate Survey/EWS in June.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We believe that increasing teacher attendance and having direct teacher instruction would help close the achievement gap between various groups of students including students who are on or above grade level .

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.

Utilizing the substitute report, the administration will monitor which teacher is absent on a daily basis.

Person Responsible: Maritza Garcia (pr3141@dadeschools.net)

By When: By September 29, 2023

Establish staff attendance incentive committee

Person Responsible: Maritza Garcia (pr3141@dadeschools.net)

By When: By September 29, 2023

Hold monthly committee meetings to choose the incentive for each monthly

Person Responsible: Maritza Garcia (pr3141@dadeschools.net)

By When: By September 29, 2023

Hold monthly raffles for teachers with 100% attendance to work that month where different prizes will be offered monthly.

Person Responsible: Maritza Garcia (pr3141@dadeschools.net)

By When: By September 29, 2023

CSI, TSI and ATSI Resource Review

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

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Instructional practices specifically relating to Reading/ELA that will be utilized in grades K-2 include small group instruction, DI groups based on current data, before school tutoring, specialized lessons on i-Ready.

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

Instructional practices specifically relating to Reading/ELA that will be utilized in grades 3-5 grade include small group instruction, DI groups based on current data, before school tutoring, specialized lessons on i-Ready and benchmark aligned instruction.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Based on the 2023 PM3 data, 55% of students in Kindergarten and 59% of students of in second grade did not pass the state assessment. With the implementation of data driven instruction, small group instruction and direct interventions 49% or less of students in Kindergarten through second grade will score below in the state assessment by June 2023.

Grades 3-5 Measurable Outcomes

Based on the 2023 PM3 data, 50% of students in 3-5th grade met proficiency. With the implementation of data driven instruction in ELA 60% of students in grades 3-5 will make proficiency as measured by the 2024 PM3.

Monitoring

Monitoring

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

The Area of Focus will be monitored through the school year by utilizing data trackers, OPM results, and student work samples. Ongoing monitoring of these strategies being utilized will impact student achievement because data obtained will be used to drive instruction and make instructional changes in DI groups and small group instruction in a fluid and rapid manner allowing students optimal time for improvement.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Guerra, Marioly, mariolyguerra@dadeschools.net

Evidence-based Practices/Programs

Description:

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

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the Targeted Element of ELA , our school will focus on the evidence based intervention of data driven instruction and differentiation . Data driven instruction will ensure that the needs of students are met with a systematic approach to instruction. Data driven instruction will be monitored through the use of data trackers to drive instruction planning and data driven conversations as well as OPM.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Data driven instruction will ensure that our teachers are utilizing relevant t and current data to plan for instruction and to create lessons including DI instruction and interventions that are student centered and customized to meet their needs.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Students in grades K through 5 will complete the PM1 assessment by September 29, 2023.	Guerra, Marioly, mariolyguerra@dadeschools.net
Teachers will meet with literacy coach in order to analyze the results of PM1.	Guerra, Marioly, mariolyguerra@dadeschools.net
Teachers will attend professional development on creating DI groups utilizing data and interventions utilizing Horizons by September 29, 2023.	Guerra, Marioly, mariolyguerra@dadeschools.net
Teachers will develop DI groups and interventions groups based on the current data of PM1 and OPM results by September 29, 2023	Guerra, Marioly, mariolyguerra@dadeschools.net

Title I Requirements

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

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

The SIP will be shared at least four times a year during EESAC meetings. In addition, SIP will be posted on the school's webpage for parents and stakeholders to review. In addition, copies of the SIP will also be available in the main office for parents who request it.

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

- The school builds positive relationships with parents, families, and the community through:
1. Clear Communication: Regular updates via emails, newsletters, and social media.
 2. Parent-Teacher Conferences: Regular meetings to discuss student progress.
 3. Engagement Events: Workshops, seminars, and fun activities for families.
 4. Volunteer Opportunities: Involvement in school activities.
 5. Advisory Committees: Parents' input on school decisions.
 6. Community Partnerships: Collaborations with local groups for student benefits.
 7. Cultural Celebrations: Events showcasing diversity and inclusivity.
 8. Parent Education: Workshops about student development.
 9. Transparency: Easy access to grades and progress reports.
 10. Feedback Collection: Gathering insights from parents for improvements.
 11. Support Networks: Allowing parents to connect and share experiences.

These efforts fulfill the school's mission, support students, and keep parents informed about their child's progress.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school is taking proactive steps to enhance its academic program in alignment with the goals outlined in the School Improvement Plan (SIP), particularly focusing on academic excellence and student achievement.

1. Extended Learning Time: The school is extending class time for core subjects, enabling deeper engagement with the content and more thorough discussions. After-school academic programs and tutoring sessions will also be offered to provide additional support and exploration of advanced topics.
 2. Enriched Curriculum: The curriculum is being enriched with higher-order thinking skills, problem-solving activities, and real-world applications.
 3. Differentiated Instruction: Teachers are undergoing professional development to implement differentiated instruction, catering to varying learning needs within the same class.
 4. Technology Integration: Technology is being integrated to personalize learning through online resources, educational apps, and interactive platforms.
 5. Formative Assessment: Regular quizzes, projects, and discussions provide ongoing feedback for teachers to adapt their strategies to student needs.
 6. Parent and Community Involvement: Parents and the community are engaged through newsletters, workshops, and open houses to foster a collaborative learning environment.
- Overall, the school's approach aims to create a dynamic learning environment that promotes academic excellence, individual growth, and prepares students for success.

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))

1. Counseling and Mental Health Services: The school provides counselors and mental health professionals who offer individual and group sessions to address emotional well-being, stress, and personal challenges.
2. Specialized Support: Students with diverse needs receive tailored assistance through plans like IEPs for disabilities or gifted programs for advanced learners.
3. Mentoring and Peer Support: Mentors and trained peers offer guidance, role modeling, and assistance, fostering personal growth and empathy.
4. Life Skills Workshops: Practical workshops teach skills like time management, communication, and financial literacy to prepare students for life beyond school.
5. Community Engagement: Partnerships with local organizations provide access to extracurriculars, internships, and service projects for well-rounded development.
6. Social-Emotional Learning: Integrated into the curriculum, SEL teaches emotional intelligence, self-

awareness, and interpersonal skills.

These strategies together create a supportive environment that nurtures students' overall growth and prepares them for various life challenges.

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).

Implementing a schoolwide tiered model to prevent and address problem behavior, along with coordinating early intervening services under the Individuals with Disabilities Education Act (IDEA), involves a structured and systematic approach to supporting students at various levels of need. This approach is often referred to as Response to Intervention (RTI) or Multi-Tiered System of Supports (MTSS). Here's a comprehensive overview of how such a system might be implemented:

Tiered Model:

Tier 1: Universal interventions for all students, promoting a positive school climate.

Tier 2: Targeted interventions for students needing extra support, using small group strategies.

Tier 3: Intensive interventions for students with persistent challenges, tailored individually.

2. Preventing Problem Behavior:

Collect behavior data to identify trends and make informed interventions.

3. Implementation Steps:

Assess students with data, identifying those needing support.

Plan interventions with clear strategies for each tier.

Deliver interventions consistently, monitor progress, and adjust as needed.

Analyze data to guide decisions on interventions.

4. Professional Development:

Train teachers and staff on effective interventions, data collection, and behavior management.

5. Parent Involvement:

Keep parents informed about interventions and progress.

Include parents in decision-making.

6. Documentation:

Maintain detailed records of interventions, progress, and decisions.

Provide regular reports to teachers, administrators, and parents.

This approach creates an inclusive environment, supports all students, and aligns with both IDEA's principles and schoolwide intervention strategies.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning and development activities for educators play a critical role in improving instruction and leveraging data from academic assessments. This applies to teachers, paraprofessionals, and other school personnel. Additionally, recruiting and retaining effective teachers, especially in high-need subjects, is vital for the overall success of a school or educational institution. Here's a breakdown of these aspects:

Professional Learning and Development:

- **Teacher Workshops and Seminars:** Regular workshops and seminars can focus on various topics such as curriculum development, pedagogical strategies, classroom management, and assessment techniques.
- **Online Courses and Webinars:** Offering online courses and webinars allows educators to learn at their own pace and explore specific areas of interest.
- **Collaborative Learning Communities:** Establishing communities of practice where educators can collaborate, share ideas, and problem-solve together fosters a culture of continuous improvement.
- **Peer Observation and Feedback:** Encouraging educators to observe each other's classes and provide constructive feedback promotes reflective teaching practices.
- **Coaching and Mentoring:** Experienced educators can act as mentors, providing personalized guidance and support to newer teachers.

Using Data from Academic Assessments:

- **Data Analysis Training:** Teachers and staff can be trained in analyzing assessment data to identify student strengths, weaknesses, and areas for improvement.
- **Data-Driven Instruction:** Educators can learn to tailor their teaching strategies based on assessment data, ensuring instruction is aligned with students' needs.

Recruiting and Retaining Effective Teachers:

- **Competitive Compensation:** Offering competitive salaries and benefits can attract and retain high-quality educators.
- **Professional Growth Opportunities:** Highlighting the potential for professional development and advancement within the institution can attract teachers looking to grow in their careers.
- **Teacher Support Programs:** Providing mentoring and support systems for new teachers can ease their transition into the profession and improve retention rates.
- **Recognition and Incentives:** Recognizing and rewarding exceptional teachers through awards and incentives can boost morale and motivation.
- **Creating Positive School Culture:** A positive and supportive school environment contributes to teacher satisfaction and retention.

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))

Transitioning from preschool to elementary school can be a significant milestone for young children, and schools often employ various strategies to ensure a smooth and successful transition. These strategies aim to help children adjust to the new environment, routines, and expectations of elementary school. Here are some common strategies that schools may use to assist preschool children in this transition:

1. **Orientation:** Schools organize visits so preschoolers can familiarize themselves with the elementary school setting before starting.
2. **Teacher Collaboration:** Preschool and elementary school teachers communicate to share insights about each child's needs and strengths.
3. **Routine Continuity:** Preschoolers follow similar daily routines in elementary school to maintain a sense of familiarity.
4. **Parent Workshops:** Schools offer workshops for parents to understand and support the transition process.
5. **Clear Communication:** Schools explain classroom rules and expectations to ease the transition.
6. **Familiar Materials:** Elementary classrooms incorporate recognizable materials to provide comfort.
7. **Emotional Support:** Counselors assist anxious children, and teachers address emotional needs.
8. **Inclusivity:** Schools foster a welcoming atmosphere to create a sense of belonging.
9. **Parent Involvement:** Parents participate in school activities, building a supportive community.

10. Communication: Open channels between teachers and parents allow discussions about progress and concerns.

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: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	\$0.00
Total:			\$0.00

Budget Approval

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

Yes