
Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	24
V. Reading Achievement Initiative for Scholastic Excellence	25
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	30

Myrtle Grove K 8 Center

3125 NW 176TH ST, Opa Locka, FL 33056

<http://mgrove.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.

At Myrtle Grove K-8 Center, we strive to provide a comprehensive educational program that will foster a love for learning and develop the skills for success in all future endeavors. An integral part of student success is the ability to seize all educational and life opportunities daily. We will reach students at an individual learning platform. In doing this, we will ensure that all students make minor and major growth in learning and achievements.

Provide the school's vision statement.

Our vision is to provide a learning environment in which education is purposeful to students, faculty, and staff. Through purposeful education, we will foster a love of learning and develop skills for success, seizing all opportunities to teach and learn as they present themselves.

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
Diaz-Fortich, Jessica	Principal	Oversees the day-to-day building operations to ensure a safe learning environment, effectively communicates with faculty and staff, and facilitates the implementation of school initiatives that will support an increase in student achievement. Also, promotes a positive school culture by encouraging staff, parental, and community engagement.
Edwards, Kayla	Assistant Principal	Supports the principal with cultivating the vision and mission of the school. This instructional leader supports the Literacy, Science, Mathematics and Social Studies departments.
Martinez, Selines	Instructional Coach	Instructional coach over Literacy and Social Studies departments. Support teachers in planning, delivering, and assessing quality instruction. Plan, model, and co-teach effective lessons with teachers. Assist teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Crews, Karen	Instructional Coach	Instructional coach over Math and Science departments. Support teachers in planning, delivering, and assessing quality instruction. Plan, model, and co-teach effective lessons with teachers. Assist teachers with classroom organization, material, and learning activities that support learning targets and objectives.

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.

At Myrtle Grove the process for involving stakeholders in the School Improvement Plan (SIP) begins with inviting the leadership team to collaborate in the analysis of the 2022-2023 state assessment data. During this analysis session, stakeholders can share their concerns and perspectives as to what factors contributed to the data. We involve district stakeholders by eliciting their feedback and making the necessary adjustments in the plan to maximize student achievement. After the plan has been developed, we host an ESSAC meeting to ensure that we are capturing feedback from parents, students, staff, and business representatives. During the meeting, they are given the opportunity to review the SIP and provide feedback. After the plan has been approved by the ESSAC committee the administrative team shares the SIP with the staff to solicit feedback. The plan is presented to the staff during a faculty meeting. This feedback is used to craft the action steps during the upcoming phases of the SIP. Administrators facilitate activities to ensure that each staff member understands the role they plan in the implementation of the SIP. The involvement of these stakeholders is crucial as it ensures that the SIP reflects the needs of the student population at Myrtle Grove K8 and address the schools ESSA designation(TSI)

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))

To ensure effective implementation of the School Improvement Plan (SIP) the school will utilize a range of monitoring processes to assess the implementation and impact. These will include classroom walkthroughs, student progress monitoring, collaborative planning minutes/input, staff feedback, and parental and community input. Informal weekly walkthroughs will be conducted by the administrative team to ensure implementation of strategies and initiatives. FAST progress monitoring and i-Ready progress monitoring data will be used to make instructional decisions and ensure that differentiated instruction is taking place as needed with the students showing the greatest achievement gap. Collaborative planning will be conducted at least once a week for content area teachers to review informal and formal data points, develop action plans to address deficiencies, and review the impact of plans developed on student learning. These will be aligned to the Action Steps identified in the School's Improvement Plan. Additionally, during faculty meetings and surveys throughout the year, implementation and impact of the action steps will be examined to provide relevant and important feedback. Parents, students, and community members will be provided opportunities to provide feedback formally on the end-of-the-year Climate Survey and throughout the year at ESSAC, PTSA, Title I, and other meetings and open forums. The leadership team will make necessary adjustments based on ongoing progress monitoring results and goals designated in the SIP.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6

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	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	2	7	9	7	8	7	22	4	11	77	
One or more suspensions	0	0	1	1	0	2	0	4	0	8	
Course failure in English Language Arts (ELA)	0	2	2	7	2	2	0	0	1	16	
Course failure in Math	0	0	0	2	0	3	1	1	0	7	
Level 1 on statewide ELA assessment	0	0	0	20	12	5	30	10	12	89	
Level 1 on statewide Math assessment	0	0	0	24	6	15	19	13	7	84	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	7	9	21	14	9	40	23	17	145	

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	1	1	20	10	8	24	9	9	82

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	14	0	0	0	0	0	14
Students retained two or more times	0	0	0	2	4	1	0	2	0	9

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	6	7	11	11	8	61	74	91	269
One or more suspensions	0	0	0	0	0	0	10	52	68	130
Course failure in ELA	0	0	0	5	4	2	40	7	20	78
Course failure in Math	0	0	0	8	8	2	39	17	9	83
Level 1 on statewide ELA assessment	0	0	0	5	4	10	80	82	104	285
Level 1 on statewide Math assessment	0	0	0	5	11	13	126	117	129	401
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	15	12	9	128	116	101	381

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	0	8	12	9	118	112	117	376

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	0	6	1	1	1	0	0	13
Students retained two or more times	0	0	0	1	4	1	14	13	22	55

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	6	7	11	11	8	61	74	91	269
One or more suspensions	0	0	0	0	0	0	10	52	68	130
Course failure in ELA	0	0	0	5	4	2	40	7	20	78
Course failure in Math	0	0	0	8	8	2	39	17	9	83
Level 1 on statewide ELA assessment	0	0	0	5	4	10	80	82	104	285
Level 1 on statewide Math assessment	0	0	0	5	11	13	126	117	129	401
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	15	12	9	128	116	101	381

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	0	8	12	9	118	112	117	376

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	0	6	1	1	1	0	0	13
Students retained two or more times	0	0	0	1	4	1	14	13	22	55

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*	25	60	53	31	62	56	24		
ELA Learning Gains				63			34		
ELA Lowest 25th Percentile				73			32		
Math Achievement*	29	66	59	23	58	50	46		
Math Learning Gains				31			55		
Math Lowest 25th Percentile				41			50		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	37	58	54	17	64	59	26		
Social Studies Achievement*	75			94	71	64	62		
Middle School Acceleration	92			0	63	52	64		
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		63	59	100			50		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	279
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	4
ELL	35	Yes	1	
AMI				
ASN				
BLK	35	Yes	1	
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	28	Yes	3	3
ELL	66			
AMI				
ASN				
BLK	41			
HSP	40	Yes	1	
MUL				
PAC				
WHT				
FRL	47			

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	25			29			37	75	92			
SWD	21			14							2	
ELL	31			38							2	
AMI												
ASN												
BLK	21			27			31	76			5	
HSP	50			38							2	
MUL												
PAC												
WHT												
FRL	23			25			38	78	100		6	

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	31	63	73	23	31	41	17	94	0			100
SWD	13	47		10	40							
ELL	25	73										100
AMI												
ASN												
BLK	30	63	71	21	30	44	15	93	0			
HSP	37	59		38	36		30					
MUL												
PAC												
WHT												
FRL	30	63	73	24	31	41	17	94	0			100

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	24	34	32	46	55	50	26	62	64			50
SWD	6	30	39	23	48	43	23					
ELL	29			43	40							50

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
AMI												
ASN												
BLK	22	33	28	44	56	49	23	58	63			
HSP	40	47		60	50							
MUL												
PAC												
WHT												
FRL	24	34	32	45	55	50	26	60	62			50

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	42%	56%	-14%	54%	-12%
07	2023 - Spring	13%	50%	-37%	47%	-34%
08	2023 - Spring	43%	51%	-8%	47%	-4%
04	2023 - Spring	32%	58%	-26%	58%	-26%
06	2023 - Spring	17%	50%	-33%	47%	-30%
03	2023 - Spring	24%	52%	-28%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	33%	58%	-25%	54%	-21%
07	2023 - Spring	30%	48%	-18%	48%	-18%
03	2023 - Spring	12%	63%	-51%	59%	-47%
04	2023 - Spring	48%	64%	-16%	61%	-13%
08	2023 - Spring	32%	59%	-27%	55%	-23%
05	2023 - Spring	0%	58%	-58%	55%	-55%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	49%	40%	9%	44%	5%
05	2023 - Spring	16%	50%	-34%	51%	-35%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	56%	36%	50%	42%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	68%	3%	66%	5%

III. Planning for Improvement

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

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

The lowest indicating performance was 5th grade Math proficiency on the FAST PM1, PM2, and PM3. All three assessments indicated a 0% proficiency. The teacher was new to the content and grade level. Student attendance also affected. Math was scheduled in the morning and students were consistently late which contributed them to missing instruction.

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

Math had a 20 percentage point decline from 46% in 2021-2022 school year to 26% in 2022-2023 school year. 3rd grade Math and 5th grade Math scores showed a low percent proficiency which contributed to the overall proficiency to decline. The teacher was new to the content and grade level which led to a decline in the Math scores.

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.

When comparing the school data to the state, the largest gap is 5th grade Science. The state had 51% in comparison to the school performing at a 16% proficiency. Therefore, the gap is 35 percentage points. The teacher was new to the content and grade level. This teacher taught all subject areas making it difficult to be a master of one.

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

Algebra proficiency was an improvement for the school. The previous year the school did not administer the Algebra end of course exam. This year the school offered the course. Assessment data determined that 92% of the students who took the course are proficient.

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

One of the greatest areas of concern is the amount of students with a substantial Reading deficiency. 56% of students indicate to have a substantial reading deficiency.

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

1. Improve School Attendance
2. Increase ELA Proficiency
3. Increase Math Proficiency
4. Increase 5th Grade Science Proficiency

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 Math**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, 0% of 5th grade students were proficient in math as compared to the state average of 51% and district average of 50%. Based on the data and the identified contributing factors of: Teacher was new to the grade level and responsible for three accountability areas and content standards for which she was unfamiliar with. Student tardies also were a factor as math was taught the first block of the day.

Measurable Outcome:

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

With the implementation of ongoing progress monitoring, an additional 30% (for a total of 30%) of the 5th grade students will score at grade level or above grade level in the area of Math as measured by the 2023-2024 state assessment in June 2024.

Monitoring:

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

The Instructional Leadership Team [Mrs. Fortich, Principal; Ms. Edwards, Assistant Principal; Ms. Crews, Instructional coach] will monitor instruction via lesson plans and walkthroughs. Students will be progress monitored bi-weekly. Leadership team will work with the teacher to analyze data to determine areas of strength and opportunities for growth. Using on-going progress monitoring data, differentiated instruction will take place to either enrich or remediate standards.

Person responsible for monitoring outcome:

Kayla Edwards (kjenkins@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 Ongoing Progress Monitoring, our school will focus on the Evidence-based Intervention of: Differentiation. Ongoing progress monitoring will provide the teacher with data that will be used to determine which students are struggling to master the content and which of those are progressing. The data will be used to group students in order to provide differentiated instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

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.

Identify when D.I. will take place for mathematics.

Person Responsible: Kayla Edwards (kjenkins@dadeschools.net)

By When: 8/14/23 - 9/29/23

Teacher will attend collaborative planning sessions with instructional coach to develop standards-aligned lessons.

Person Responsible: Karen Crews (kcrews@dadeschools.net)

By When: 8/14/23 - 9/29/23

Instructional coach will work with teacher to select appropriate resources to enrich or remediate standards based on student needs.

Person Responsible: Karen Crews (kcrews@dadeschools.net)

By When: 8/14/23 - 9/29/23

Students will be progress monitored after each instructional unit, using the ETO bank of OPMs. Data from progress monitoring will be disaggregated and used to inform grouping for students during differentiated instruction. DI Folders and walkthrough feedback will also be used to help monitor and to build capacity of the teacher.

Person Responsible: Karen Crews (kcrews@dadeschools.net)

By When: 8/14/23 - 9/29/23

#2. Instructional Practice specifically relating to Science

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 NGSS FCAT 2.0 data 34% of the students were proficient in science as compared to the state average of 48% and district average of 52%. Based on the data and the identified contributing factors of: Teacher was new to the content area, therefore unfamiliar with the standards. Science was not taught to fidelity and utilization of improper resources.

Measurable Outcome:

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

With the implementation of interactive learning environments, an additional 16% (for a total of 50%) of the 5th grade and 8th grade students will score at grade level or above in the area of Math as measured by the NGSS FCAT 2.0 state assessment in June 2024.

Monitoring:

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

The Instructional Leadership Team [Mrs. Fortich, Principal; Ms. Edwards, Assistant Principal; Ms. Crews, Instructional coach] will monitor instruction via lesson plans, walkthroughs and student notebooks. Students will be progress monitored biweekly via topic assessments. Data from topic assessments will be analyzed to inform student lab topics.

Person responsible for monitoring outcome:

Kayla Edwards (kjenkins@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 Interactive Learning environments, our school will focus on the Evidence-based Intervention of: Student Engagement. Interactive learning environments specifically through the use of inquiry labs and interactive notebooks will foster student engagement. When students are actively engaged, they will be equipped to think critically about the science concepts they are learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Interactive Learning Environments allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of prerequisite skills, academic vocabulary, and instructional/metacognitive processes.

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.

Coach and Teacher will plan science lessons collaboratively for instruction and labs.

Person Responsible: Karen Crews (kcrews@dadeschools.net)

By When: 8/14/23 -9/29/23

Students will be administered biweekly topic assessments. Data will be analyzed to group students and inform reteach topics.

Person Responsible: Kayla Edwards (kjenkins@dadeschools.net)

By When: 8/14/23 -9/29/23

Students will also be provided data trackers in order keep track of their progress.

Person Responsible: Karen Crews (kcrews@dadeschools.net)

By When: 8/14/23 -9/29/23

Coach will work with teacher to select and use appropriate resources to reteach necessary topics based on student data. Teacher will also shadow Stem lab instructor to build capacity .

Admin will provide walkthrough feedback.

Person Responsible: Karen Crews (kcrews@dadeschools.net)

By When: 8/14/23 -9/29/23

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

According to the 2022-2023 School climate data 70% of our students were absent at least 16 times during the school year as compared to the district average of 29%. Based on the data and the identified contributing factors of: disengagement, early sign outs, and tardiness, we will implement, Attendance Initiatives.

Measurable Outcome:

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

With the implementation of Attendance Initiatives, an increase of 20% (for a total of 50%) students will have less than 16 absences for the 2023-2024 school year, as measured by attendance records.

Monitoring:

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

The Instructional Leadership Team [Mrs. Fortich, Principal; Ms. Edwards, Assistant Principal; Mrs. Kelly, Attendance clerk] will monitor student attendance via the iAttend platform. Student attendance will be tracked. Tracking student attendance will assist with determining which students will be targeted for attendance interventions.

Person responsible for monitoring outcome:

Kayla Edwards (kjenkins@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 EWS, our school will focus on the Evidence-based Intervention of: Attendance initiatives. Attendance initiatives will increase student attendance. Increased student attendance will lead to increased student performance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

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.

Wrap around service, "The Hero Program" will be based at the school to assist with strategies that will target students that are in the early stages of truancy.

Person Responsible: Kayla Edwards (kjenkins@dadeschools.net)

By When: 8/14/23 -9/29/23

The school will institute the "Are you Here?" initiative. During the morning announcements, students' names will be pulled randomly. If they are in attendance, they will receive a prize.

Person Responsible: Kayla Edwards (kjenkins@dadeschools.net)

By When: 8/14/23 -9/29/23

Quarterly homeroom attendance competitions will be held. Homerooms with the best attendance record at the end of the quarter will receive a class prize.

Person Responsible: Kayla Edwards (kjenkins@dadeschools.net)

By When: 8/14/23 -9/29/23

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

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

According to the 2023 FAST PM3 data, 36% percent of our Hispanic students were proficient in math. Based on the data and the identified contributing factors of: lack of use of ELL strategies in the content area.

According to the 2023 FAST PM2 data 11% percent of our students with disabilities were proficient in ELA. Based on the data and the identified contributing factors of: lack of resources and teacher leaving during the school year.

We will implement Small Group Instruction to address these subgroups.

Measurable Outcome:

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

With the implementation of small group instruction, an additional 6% (for a total of 42%) of our Hispanic students will score at grade level or above in the area of Math as measured 2024 FAST PM3 data.

With the implementation of small group instruction, an additional 9% of (for a total of 20%) of our students with disabilities will score at grade level or above in the area ELA as measured by the 2024 FAST PM3 data.

Monitoring:

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

The Instructional Leadership Team [Mrs. Fortich, Principal; Ms. Edwards, Assistant Principal; Mrs. Crews, Instructional coach; Ms. Martinez, Instructional Coach] will monitor small group instruction via rotation charts, aligned resources to data, walk-throughs, and student work samples.

Person responsible for monitoring outcome:

Kayla Edwards (kjenkins@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 intervention, our school will focus on the Evidence-based Intervention of: Small group Instruction. Small group instruction will allow students to be placed in flexible groups in order to meet their instructional needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group instruction is teaching focused on the needs of the students, with the goal of growing academic skills based on their current instructional levels.

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.

Assistant Principal and Instructional Coaches will work with teachers to analyze student data in order to group students according to their needs.

Person Responsible: Kayla Edwards (kjenkins@dadeschools.net)

By When: 8/14/23 -9/29/23

After data analysis, students will be placed in their small groups. Coaches will train teachers how to align resources to the students' data and how to use these resources.

Person Responsible: Kayla Edwards (kjenkins@dadeschools.net)

By When: 8/14/23 -9/29/23

Students will participate in progress monitoring and data will be analyzed to determine the effectiveness of small group instruction.

Person Responsible: Kayla Edwards (kjenkins@dadeschools.net)

By When: 8/14/23 -9/29/23

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).

Reviewing school improvement funding allocations and ensuring resources are allocated based on needs is a critical process to enhance educational outcomes. This process typically involves several key steps and considerations. The first step in reviewing funding allocations is to conduct a comprehensive needs assessment. This involves analyzing data on student performance, demographic information, and school's specific challenges. This data-driven approach helps identify where resources are most needed. After identifying needs, schools should set clear improvement goals. These goals should be specific, measurable, achievable, relevant, and time-bound (SMART). They serve as a roadmap for resource allocation. With goals in mind, a school or district develops a budget. This includes estimating costs associated with staffing, instructional materials, technology, professional development, and any other relevant expenses. It's crucial to consider equity throughout the process. Establish clear accountability mechanisms to track how funds are spent. Ensure that allocated resources are used for their intended purposes. This assists in ensuring that all students, regardless of their background, have access to the resources they need to succeed. Additionally, it is important to involve key stakeholders in the process which includes parents, teachers, and community members in the allocation process. It is also important to regularly review the budget and resource allocation to ensure they align with changing needs and priorities. Adjustments may be necessary to remain effective. There is also a need to implement a system for monitoring the impact of allocated resources on student performance and school improvement goals. Data should be collected and analyzed to assess whether funding is having the desired effect. Use the data collected to make informed decisions about resource allocation. If certain initiatives are not producing the desired outcomes, a reallocation of resources to more effective strategies may be needed. Additionally, allocation of funds for professional development to ensure that teachers and staff have the necessary skills to implement strategies effectively. In conclusion, reviewing school improvement funding allocations and ensuring resources are allocated based on needs is a multifaceted process that requires careful planning, data analysis, stakeholder engagement, and a commitment to equity. By following these steps and maintaining a continuous improvement mindset, educational institutions can optimize their use of resources to support student success and foster positive learning outcomes.

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

Star Literacy/FAST Assessment 2023 Assessment Period (PM3) data indicates that 38% of students in K-2 are on grade level. 62% percent of students in grade K-2 did not meet grade level expectations. Additionally, STAR Literacy assessment (PM3) indicated that 57% of students in kindergarten and 77% of students in grade 1 scored below the 40th percentile on PM3. Based on these data findings, it has been determined that there is a critical need for students to have foundational skills in Reading. To address this need, students in K-2 will have consistent small group instruction.

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

FAST PM3 data indicated that 76% of 3rd grade students, 68% of 4th grade students and 58% of 5th grade students did not meet standards in the area of ELA. School data review analysis indicates that students in grades 3-5 achieved 33% mastery on the English Language Arts (ELA) Florida Assessment of Student Thinking (FAST) during the 2022-2023 school year. The results indicate that there is a need to further develop students' reading foundational skills and comprehension skills. To address this need, consistent small group instruction will be utilized to assist students in gaining foundational and comprehension skills. While small group instruction will be implemented school-wide, 3rd grade students will be the focus group due to their overall proficiency level being below 43% scoring below level 3 on PM3.

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 small group instruction, our Kindergarten-2nd grade students will increase their overall proficiency by 15 percent during the Spring 2024 administration of the FAST PM3.

Grades 3-5 Measurable Outcomes

If we successfully implement small group instruction our 3rd-5th grade students will increase their overall proficiency by 18% during the Spring 2024 administration of the FAST PM3 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.

Transformational Coaches will collaboratively plan with teachers to group students based on their reading levels as well as phonics inventory, ELA resources will be identified that align to each group's data. The Leadership Team will take part in weekly classroom walkthroughs to ensure fidelity of small group instruction, and monitor student progress.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Martinez, Selines, selimartinez@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 RAISE instructional practice, our school will focus on the evidenced-based strategy of anchor charts (K-2) and accountable talks (3-5) grades. The use of anchor charts in the primary grades will enable students to have a visual representation of what is being taught. These anchor charts will be used to reinforce skills that target the Benchmarks for Excellent Student Thinking (B.E.S.T.) standards. The use of accountable talks in the intermediate (3rd-5th) grades, will challenge students to reflect on the ELA process. Evidence of implementation will be evident in classroom walkthroughs, district pacing guides, and teacher instruction.

Rationale:

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

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

Utilizing Anchor charts and accountable talks have proven effective in increasing student proficiency. These evidence-based strategies were selected because they will be most effective in ensuring students are understanding lessons being taught, while addressing the need for student proficiency.

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
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<p>From August 2023 to September 2023 the Transformational Reading Coach and Classroom Teachers will identify students' areas of need by analyzing data derived from the Fall 2023 administration of FAST PM 1 and the Fall IReady diagnostic assessment AP1.</p>	<p>Martinez, Selines, selimartinez@dadeschools.net</p>
<p>From August 2023 to September 2023 the instructional coach will provide training on the Before, During, and After (BDA) Reading Strategies. As a result, teachers will demonstrate the BDA Reading Strategies during instructional delivery to assist learners with applying the strategies to become active and strategic readers thus improving reading comprehension skills.</p>	
<p>September 2023 to May 2024: Classroom Teachers will track students' performance of the progress monitoring assessments from McGraw-Hill, and the effectiveness of differentiated instruction using OPM data.</p>	<p>Fortich, Jessica, jfortich@dadeschools.net</p>
<p>September 2023 to May 2024 Conduct data chats with KG-5 grade students to analyze 2022-2023 -2023-2024 Star Literacy/FAST PM3 data, and identify students' needs.</p>	
<p>August 2023 to May 2024: Academic Instructional Coaches will collaborate with teachers for planning and consistently use resources aligned to the students' instructional levels to ensure students are making progress.</p>	<p>Martinez, Selines, selimartinez@dadeschools.net</p>
<p>From August 2023 to September 2023 Academic Instructional Coach will collaborate with teachers for planning and identifying resources from the pacing guides to ensure students are making progress,</p>	

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 (SIP) can be disseminated to stakeholders through various channels. These include sharing documents on the school's website, sending newsletters and emails to parents in clear language, conducting parent meetings with translated materials and interpretation services, engaging staff through meetings and updates, collaborating with local businesses and organizations, and utilizing multiple communication channels. This comprehensive approach ensures widespread understanding and involvement while providing accessible information to all stakeholders.

School website- www.myrtlegrovek8.net

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 implements a multifaceted approach to build positive relationships with parents, families, and community stakeholders. This includes regular parent-teacher meetings, open communication channels, online portals for tracking student progress, engaging local businesses and organizations, involving parents in decision-making, offering parent education workshops, and providing relevant information including on the school website. These efforts support the school's mission, address student needs, and ensure parents are well-informed about their child's progress. School website- www.myrtlegrovek8.net

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 has developed a comprehensive plan to strengthen the academic program, increase learning time, and provide an enriched and accelerated curriculum. This includes professional development for teachers,

extended learning opportunities, and the implementation of an enriched curriculum to improve student learning outcomes and cater to diverse interests and abilities. Part II of the SIP outlines the specific area of focus and corresponding goals, objectives, and strategies to address the unique needs of the school community.

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))

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 with the support of the school counselor, and the mental health coordinator. Students receive individual and group counseling, peer mediation and guidance in the following areas: self-awareness, goal setting, social skills, peer pressure, personal choices, healthy lifestyles and stress management. Additionally, referrals are made to outside agencies and community partners to assist with collaboration and coordination in long-term care and advocacy for students and their families

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))

Students gain awareness and preparedness of workforce and postsecondary opportunities through research, fieldtrips, career fairs and project-based learning activities in their social science and elective courses. Field and interest-based assessments and annual self-determination checklists are also administered to students yearly. Middle school students are enrolled in accelerated courses allowing them to earn high school credit which broadens their access to coursework needed to gain postsecondary credit while in high school.

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).

To improve negative student behaviors and reward the good, The Leadership Team have developed incentives.

throughout the year. Progressive Discipline Plans were presented to share how students will qualify to take part in these opportunities to build school pride and culture, while encouraging positive behaviors. We will monitor attendance through the Attendance Review Committee and be implementing an Attendance Plan and our support staff will conduct Home Visits when needed.

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))

As shared, we will maximize on opportunities to provide school site Professional Development opportunities. This will provide teachers with the best practice strategies and techniques to target the content areas addressed in this year's plan. The Professional Development sessions will address the importance of aligning benchmarks, curriculum standards, and learning progression with meaning instruction. Throughout the year, we will provide job-embedded PDs during collaborative planning, and monthly faculty meetings as time and opportunity provide.

We will continue to provide opportunities for teachers to gain opportunities to expand on skills and build leadership skills as a means of recruiting and retaining teachers.

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))

Organize orientation sessions for incoming preschool children and their parents. These sessions will provide an opportunity for families to tour the school, meet teachers and staff, learn about school policies and routines, and get acquainted with the physical layout of the school building.

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: Math	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00

Budget Approval

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

No