

Miami-Dade County Public Schools

North County K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

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North County K 8 Center

3250 NW 207TH ST, Miami Gardens, FL 33056

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

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of North County K-8 Center is to foster academic excellence by building literacy and creativity through purposeful and enriching instruction and by ensuring that each student is reaching his/her optimal potential to become a productive citizen in society.

Provide the school's vision statement.

North County K-8 Center is committed to promoting life-long learning in a caring, nurturing environment ensuring that our students develop the knowledge and skills needed to succeed in a global society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Scott, Chanda	Principal	Chanda Scott, Principal: Provides a common vision for the implementation of schoolwide programs while maintaining a safe and secure learning environment, ensures continuous academic, mental and social growth of learners, provides resources to enhance school programs, and communicates with stakeholders regarding school-based plans and initiatives.
Jones, Alicia	Assistant Principal	Alicia Jones, Assistant Principal: Assists the principal with executing the vision for schoolwide programs, use data driven decision making to ensure continuous improvement, monitors the effectiveness of the RtI process and interventions, ensure staff members receive support, through professional development opportunities and resources to build capacity and sustain growth, and maintains communication with stakeholders regarding the progress of goals, programs and initiatives.
Harrison, Lisa	Reading Coach	Lisa Harrison, Reading Coach: Ensures the academic programs are executed with fidelity, provides professional development and support to instructional staff to increase content knowledge and incorporate best practices to improve instructional delivery, coordinates and monitors the implementation of the intervention program, and utilizes data to make informed instructional decisions.
Washington, Brandy	Math Coach	Brandy Washington, Math Coach: Ensures the academic programs are executed with fidelity, provides professional development and support to instructional staff to increase content knowledge and incorporate best practices to improve instructional delivery and utilizes data to make informed instructional decisions.
Green, Meshonika	School Counselor	Meshonika Green, Counselor/MTSS Coordinator: Oversees MTSS/RtI to address the needs of learners. Provides support in behavioral strategies that will minimize classroom distractions and increase student achievement. Ensures the effective implementation of social emotional learning activities.

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 School Improvement Plan (SIP) is reviewed with stakeholders and feedback is solicited regarding progress towards accomplishing the goals throughout the school year. The school leadership team, teachers, and staff have opportunities to meet and reflect on the implementation of the SIP at different phases in the year. During these meeting the stakeholders collaborate to determine the targeted areas and goals for the school year. Information is also gathered through teacher, staff, parent and student surveys regarding the execution and success of the school’s programs. During the collaborative

meetings (EESAC, Faculty and Parent Meetings) the stakeholders receive regular updates, make adjustments, and provide suggestions during the school year to ensure continuous improvement.

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 is monitored during every phase of implementation. The stakeholders analyze current data after district and state assessments to determine progress towards achieving the goals delineated in the SIP. After synthesizing the data (assessments and surveys), the stakeholders collaboratively decide if revisions to the action steps are needed and adjustments are implemented for the next phase of the SIP.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	11	11	9	11	6	4	7	7	7	73
One or more suspensions	0	0	0	0	1	3	5	10	6	25
Course failure in English Language Arts (ELA)	0	1	3	8	14	9	1	0	2	38
Course failure in Math	0	2	0	4	5	3	4	5	10	33
Level 1 on statewide ELA assessment	0	0	0	22	5	7	11	10	13	68
Level 1 on statewide Math assessment	0	0	0	18	10	8	8	6	11	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	23	13	30	13	9	22	22	23	160

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	2	21	13	9	10	9	13	78

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	0	1	0	1	0	2	4

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	11	3	17	10	8	12	6	9	76
One or more suspensions	0	0	0	0	0	0	2	4	8	14
Course failure in ELA	0	0	2	11	3	5	20	2	10	53
Course failure in Math	0	0	1	6	3	3	21	6	9	49
Level 1 on statewide ELA assessment	0	0	0	9	4	5	10	10	19	57
Level 1 on statewide Math assessment	0	0	0	8	18	7	21	14	18	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	20	9	5	22	14	18	90

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	1	16	9	7	23	13	20	89

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	10	1	0	0	1	0	13
Students retained two or more times	0	0	0	1	1	0	1	0	1	4

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	11	11	9	11	6	4	7	7	7	73
One or more suspensions	0	0	0	0	1	3	5	10	6	25
Course failure in ELA	0	1	3	8	14	9	1	0	2	38
Course failure in Math	0	2	0	4	5	3	4	5	10	33
Level 1 on statewide ELA assessment	0	0	0	22	5	7	11	10	13	68
Level 1 on statewide Math assessment	0	0	0	18	10	8	8	6	11	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	23	13	30	13	9	22	22	23	160

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	1	2	21	13	9	10	9	13	78

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	0	1	0	1	0	2	4

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*	39	61	53	38	62	55	29		
ELA Learning Gains				54			34		
ELA Lowest 25th Percentile				51			28		
Math Achievement*	47	63	55	31	51	42	13		
Math Learning Gains				70			12		
Math Lowest 25th Percentile				65			19		
Science Achievement*	32	56	52	26	60	54	25		
Social Studies Achievement*	79	77	68	69	68	59	67		
Middle School Acceleration	100	75	70	75	61	51	19		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	56	62	55	60	75	70	36		

** 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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	539
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	15	Yes	4	4
ELL	43			
AMI				
ASN				
BLK	55			
HSP	47			
MUL				
PAC				
WHT				
FRL	56			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	3	3
ELL	33	Yes	1	
AMI				
ASN				
BLK	53			
HSP	48			
MUL				
PAC				
WHT				
FRL	54			

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	39			47			32	79	100			56
SWD	11			18							2	
ELL	29			43							3	56
AMI												
ASN												
BLK	40			48			30	80	100		6	
HSP	36			45							3	59
MUL												
PAC												
WHT												
FRL	42			46			28	81	100		7	64

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	38	54	51	31	70	65	26	69	75			60
SWD	18	30	23	11	43							
ELL	10			30								60
AMI												
ASN												
BLK	38	55	53	30	69	65	25	73	73			
HSP	32	50		27	81							
MUL												
PAC												
WHT												
FRL	37	54	53	30	69	64	27	69	75			60

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	29	34	28	13	12	19	25	67	19			36
SWD	9	24	29	3	25	33						
ELL	36	40		15								36
AMI												
ASN												
BLK	28	33	29	13	11	16	24	69	13			
HSP	31			0								
MUL												
PAC												
WHT												
FRL	29	33	30	13	9	11	22	64	15			30

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	44%	56%	-12%	54%	-10%
07	2023 - Spring	26%	50%	-24%	47%	-21%
08	2023 - Spring	47%	51%	-4%	47%	0%
04	2023 - Spring	55%	58%	-3%	58%	-3%
06	2023 - Spring	43%	50%	-7%	47%	-4%
03	2023 - Spring	31%	52%	-21%	50%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	58%	58%	0%	54%	4%
07	2023 - Spring	58%	48%	10%	48%	10%
03	2023 - Spring	31%	63%	-32%	59%	-28%
04	2023 - Spring	39%	64%	-25%	61%	-22%
08	2023 - Spring	57%	59%	-2%	55%	2%
05	2023 - Spring	36%	58%	-22%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	36%	40%	-4%	44%	-8%
05	2023 - Spring	28%	50%	-22%	51%	-23%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	56%	44%	50%	50%

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 data component that exhibited the lowest performance was Grades 5 and 8 Science. According to the 2023 Statewide Science Assessment results, the percentage scoring a level 3 and above was 28% for grade 5 and 36% for grade 8 when compared to the state average of 51% for grade 5 and 47% for grade 8. The contributing factor for the low performance in science was inadequate pacing, limited implementation of essential labs and hands-on activities, and staffing deficiencies in the middle school grades.

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

All data components (ELA, Math, Science, Civics, and Algebra 1) showed improvement from the previous year.

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

The data component with the greatest achievement gap when compared to the state is science. The state's average for proficiency in science is 51% for grade 5 and 47% for grade 8 and compared to the school's average of 28% in grade 5 and 36% in grade 8. The lack of effective instruction due to pacing and limited hands on activities/ essential labs contributed to the gap of 23% (grade 5) and 11% (grade 8).

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

The data component that showed a significant improvement was mathematics. According to the 2022 FAST data, 25% of the students scored a level 3 and above compared to the 2023 FAST data of 50% scoring a level 3 and above. The new actions implemented in this area was acquiring a Math Coach and Math Interventionists that provided ongoing support to teachers and students. The L35 students received targeted support utilizing a push-in model during the school day. Extended day learning (afterschool and Winter/Spring Academies) opportunities also contributed to the growth in mathematics.

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

The two areas of potential concern is students with 10% or more days absent and the number of students scoring a Level 1 in ELA.

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

The priorities for school improvement for the upcoming school year includes:

1. Attendance – Reducing the number of student absences.
2. Improving proficiency in Science
3. Increasing proficiency in ELA among the SWD subgroup.
4. Increasing proficiency in ELA among the ELL subgroup.

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 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 2023 Statewide Science Assessment data, 24% of the grade 5 students and 39% of the grade 8 students were proficient in science as compared to the state average of 51% and 44% respectively. Based on data analysis, the contributing factors for the low performance in science was inadequate pacing and lack of implementation of essential labs and hands-on activities. As a result, our school will focus on the evidence-based intervention of establishing and implementing instructional frameworks to provide quality, inquiry-based instruction in science.

Measurable Outcome:

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

If we successfully establish and implement the Instructional Framework in science, then pacing will improve and time will be allotted to conduct essential labs thus improving proficiency by a minimum of 6 percentage points overall (5th & 8th) as evidence by the 2024 Statewide Science Assessment.

Monitoring:

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

The administrators will attend Collaborative Planning sessions to ensure that the lesson plans include the components of the instructional framework and are aligned with the state benchmarks. The administrators will conduct focused walkthroughs to ensure that the instructional framework is adhered to during lesson delivery. Teachers will implement the instructional framework with fidelity to maintain adequate pacing and provide opportunities for students to explore the content through essential labs and/or hands-on activities. The Leadership Team will conduct quarterly data chats to analyze data and determine the effectiveness of instruction, the instructional framework and mastery of the science benchmarks.

Person responsible for monitoring outcome:

Chanda Scott (269670@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 Science, our school will focus on the Evidence-based Intervention of Establishing and Implementing Instructional Framework. Implementing the instructional framework will ensure that instruction is student-centered, inquiry based, and maintains appropriate pacing of the instructional block to meet the needs of all learners.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Establishing and Implementing an Instructional Framework will increase the effectiveness of student-centered instruction and provide opportunities for engaging hands-on activities to ensure mastery of the benchmarks. Teachers will establish systems and routines for seamless instruction to include the essential elements of bell-to-bell instruction; the opening routine, whole group instruction, collaborative activities and a closing activity to assess knowledge of the lesson.

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 Math Coach will develop an instructional framework for the science block to include the essential elements of bell-to-bell instruction: the open routine, whole group instruction, collaborative / small group inquiry-based activity and closing activity. As a result, teachers will provide explicit student-centered instruction that incorporates essential labs and hands-on activities to meet the needs of all learners.

Person Responsible: Brandy Washington (235582@dadeschools.net)

By When: 08/17/23 - 8/31/23

The Math Coach will provide a training to explain and model the implementation of the instructional framework for the science block. As a result, the teachers will utilize the framework to effectively plan and delivery quality science lessons.

Person Responsible: Brandy Washington (235582@dadeschools.net)

By When: 9/6/23 – 9/15/23

Teachers will participate in Collaborative Planning with the Math Coach and utilize the science instructional framework to incorporate all components of bell-to-bell instruction in the lesson plan. As a result, teachers will deliver lessons that include the opening routine, whole group instruction, collaborative / small group activities and a closing activity to ensure the students master the content presented in the lesson.

Person Responsible: Brandy Washington (235582@dadeschools.net)

By When: 9/11/23 – 9/29/23

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

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

According to the 2023 FAST PM3 data, 25% of the students in the SWD subgroup and 33% of the students in the ELL subgroup were proficient in ELA which was below the 41% benchmark. Based on data analysis, the contributing factor was the additional support provided during Tier 1 instruction was not sufficient to increase proficiency of students in the ELL and SWD subgroups. As a result, our school will focus on the evidence-based intervention of Intervention to address the needs of the students in the ELL and SWD subgroup.

Measurable Outcome:

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

If we successfully implement Intervention, then student achievement for students in the SWD and ELL subgroups will improve and proficiency will increase to a minimum of 41 percentage points (SWD will increase by 16% and ELL by 8%) as evidenced by the 2023-2024 FAST ELA PM3.

Monitoring:

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

Administrators will attend collaborative planning to ensure that lesson plans reflect appropriate pacing for intervention. Skills-based lessons tailored to address the students' deficiencies will be evident in the Intervention folders. Administrators will conduct targeted walkthroughs to monitor effective lesson delivery and student work samples. Teachers will monitor progress towards mastering skills utilizing data reports and data trackers in the Intervention folders. The Leadership Team will conduct quarterly data chats to determine the effectiveness of instruction and progress towards decreasing the achieving gap.

Person responsible for monitoring outcome:

Alicia Jones (217257@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 Outcomes for Multiple Subgroups, our school will focus on the evidence-based intervention of Intervention. Teachers will implement intervention to address varying learning styles, use data to provide skills-based lessons, increase word attack skills to improve fluency and reading comprehension. The effectiveness of intervention will be monitored through the performance district and state assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Intervention will ensure that teachers provide explicit instruction according to the students' learning needs and progress monitor outcomes to ensure mastery. Teachers will assess students' progress through immediate responses during lessons and skills checks.

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 leadership team will analyze current achievement data to identify students that are performing below grade level. The students will be placed in homogenous grade level groups based on assessment results. As a result, students will thrive academically in groups with of students at similar instructional levels thus improving their reading skills.

Person Responsible: Alicia Jones (217257@dadeschools.net)

By When: 8/21/23 – 9/1/23

The Instructional Coach will provide Professional Development on the Reading Horizon Intervention program for teachers and interventionists. As a result, teachers and Interventionists will provide explicit instruction utilizing research-based resources and strategies to improve reading skills for students in the ELL and SWD subgroups.

Person Responsible: Lisa Harrison (277717@dadeschools.net)

By When: 9/5/23 – 9/15/23

Develop a schedule for students to receive intervention instruction daily. As a result, students will receive consistent instruction in intervention to address their deficiencies and improve reading skills.

Person Responsible: Lisa Harrison (277717@dadeschools.net)

By When: 9/11/23 – 9/15/23

#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 2023 Early Warning Indicators data, 73 students were absent 10% or more days during the 2022-2023 school year. A contributing factor was the inconsistent implementation of the attendance plan to reduce excessive attendance. Due to the direct correlation between attendance and academic achievement, our school will implement attendance incentives to improve the attendance rate and encourage students to attend school to receive a quality education.

Measurable Outcome:

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

If we successfully implement Attendance Initiatives, the number of students absent 10% or more days will decrease by at least 25% from 73 to 55 students with absences of 10% or more days as evidenced by the 2023 - 2024 EWI attendance data.

Monitoring:

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

Members of the Student Services Team will review the Attendance Bulletin and contact parents weekly to determine the reason for the absence and mitigate future absences. The Leadership Team will review the attendance monthly to identify students with excessive absences. An administrator will also attend the Attendance Review Committee Meetings in which members provide support to parent/families and assist with developing a solution to improve attendance.

Person responsible for monitoring outcome:

Meshonika Green (282943@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of Early Warning Systems, our school will focus on the Evidence-based Intervention of Attendance Incentives. Implementing Attendance Incentives will involve tracking attendance, closely monitoring targeted students, and employing positive measures for students that attend school regularly. The Student Services Team and Attendance Review Committee will be integral in communicating with parents, providing counseling, and referring parents/families to outside agencies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing Attendance Incentives is a positive method for motivating students to attend school every day. Students that attend school regularly will be present to receive a quality education thus increasing proficiency in all academic areas.

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 Leadership Team will review the attendance data to identify students that had 11 or more absences during the 2022-2023 school year and the current data for students that have accumulated absences at the beginning of the 2023-2024 school year. As a result, the targeted students will be notified and closely monitored to address attendance concerns and employ preventive measures to prevent future absences.

Person Responsible: Alicia Jones (217257@dadeschools.net)

By When: 8/14/23 – 9/1/23

The Attendance Review Committee will develop an Attendance Plan inclusive of representatives from all stakeholder groups that will promote attendance and prevent excessive tardies and absences. As a result of implementing the Attendance Plan, all stakeholders will collaborate to ensure that students are motivated and attending school on a regular basis.

Person Responsible: Meshonika Green (282943@dadeschools.net)

By When: 8/21/23 – 9/8/23

The members of the Students Services Team will present the Attendance Plan to the faculty and staff during a Faculty Meeting. As a result, the staff members will understand their role and responsibilities delineated in the Attendance Plan with the goal of improving the attendance rate.

Person Responsible: Meshonika Green (282943@dadeschools.net)

By When: 9/5/23-9/15/23

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

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

According to the 2023 Staff Climate Survey, 51% of the staff members strongly agreed with the statement "School personnel work together as a team" compared to 43% during the 2022 school year. Although there was minimal growth in this area, our goal is to improve to at least 60% strongly agree. Based on the data a contributing factor is limited opportunities to foster collegial relationships due to schedule restraints. Therefore, we plan to implement the Targeted Element of Team Building Activities.

Measurable Outcome:

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

If we successfully implement Team Building Activities, then 60% of the staff members will strongly agree with the statement "School personnel work together as a team" an increase of 9% from 2022-2023 school year as evidenced by the 2024 Staff Climate Survey.

Monitoring:

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

The Leadership Team will conduct quarterly data reviews during Leadership Team Meetings. The team will review participation rates and survey results after each team building activity. After analyzing the data, adjustments will be implemented to increase positive results and participation in team building activities geared towards fostering collegial relationships.

Person responsible for monitoring outcome:

Alicia Jones (217257@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 Positive Culture and Environment, our school will focus on the Evidence-based intervention of Team Building Activities. Team Building Activities will help staff members interact and socialize with one another. As staff members form collegial relationships, they will be more apt to collaborating with the goal of enhancing schoolwide programs and initiatives.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Team Building Activities will help develop and nurture collegial relationships at school. By fostering collegial relationships, the staff members will work together as a team and share best practices to benefit the school holistically.

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.

During the Faculty Meeting, grade level teams will research and select team building activities that will be implemented for the 2023-2024 school year. As a result, collegial relationships and collaborations will improve after engaging in various activities with colleagues.

Person Responsible: Lisa Harrison (277717@dadeschools.net)

By When: 8/14/23-8/25/23

The Leadership Team will develop a Team Building Calendar to implement during the school year. The Leadership Team will designate a date each quarter dedicated to implementing the Team Building Activities. As a result, participation in team building activities will positively impact staff morale and collegial relationships.

Person Responsible: Lisa Harrison (277717@dadeschools.net)

By When: 8/21/23 – 9/1/23

The Team Building Calendar will be presented to the faculty and staff at a faculty meeting in the first quarter. As a result of implementing the team building activities, staff members will be empowered to collaborate with other staff members thus improving schoolwide programs and student achievement.

Person Responsible: Alicia Jones (217257@dadeschools.net)

By When: 9/5/23-9/15/23

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).

The process to review school improvement funding allocations begins with a review of current data to identify the areas of need and develop ideas to address areas of concern for all learners including the SWD and ELL subgroups. School leaders will meet with stakeholders to devise a plan to improve deficiencies. The plan will include the resources, time frame for implementation, budget, and monitoring tool to measure the progress of the action steps. The stakeholders will meet regularly to review data to determine the effectiveness of resources and modify resources as needed to increase and sustain growth.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

According to the 2023 FAST STAR proficiency data, 35% of students in Kindergarten were proficient, 10% of students in 1st Grade were proficient, and 40% of students in 2nd Grade were proficient. The median percentile rate in ELA is 32% for students in grades K-2. A school to district comparison reveals that the median score in ELA for our school is 17% below the district median of 49%.

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

According to the 2023 FAST proficiency data, 51% of the students are proficient in ELA. 31% of students in 3rd Grade were proficient, 47% of students in 4th Grade were proficient, and 36% of students in 5th Grade were proficient. A school to district comparison reveals that ELA proficiency for our school is the same as the district rate of 51%.

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 Before, During, and After (BDA) Reading Strategies, then proficiency will increase by a minimum of 6 percentage points in ELA as evidenced by the 2024 FAST STAR Assessment.

Grades 3-5 Measurable Outcomes

If we successfully implement Before, During, and After (BDA) Reading Strategies, then proficiency will increase by a minimum of 5 percentage points in ELA as evidenced by the 2024 FAST 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.

Administrators will conduct focused walkthroughs to observe the implementation of the Before, During, and After (BDA) Reading Strategies. The Leadership Team will analyze student work samples monthly to ascertain the effectiveness of instruction and the BDA strategies to determine if students are making adequate progress toward proficiency. Data chats will be conducted quarterly to monitor growth and increases in student achievement.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Jones, Alicia, aliciat@dadeschools.net

Evidence-based Practices/Programs

Description:

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

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

The evidenced-based intervention Before, During, and After (BDA) Reading Strategies strongly meets Florida's of evidence-based practices / programs. The BDA reading strategies includes explicit approaches to teaching the six components of reading instruction, oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. The BDA reading strategies align with Miami-Dade's K-12 Comprehensive Evidence-based Reading Plan and the B.E.S.T. ELA Standards. The BDA Reading Strategies includes the components of effective instruction including, systematic and sequential instruction, assessments, and progress monitoring.

Rationale:

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

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

The Before, During, and After (BDA) Reading Strategies will target the reading deficiencies through explicit and systematic instruction. Teaching BDA Reading Strategies enables students to become active and strategic readers. This strategy incorporates techniques the learners will use before, during and after

reading. The students will utilize the following strategies to improve comprehension of the text: preview and set a purpose for reading, taking notes, skimming the text, determining the meaning of unknown words, dissecting the questions and paraphrasing. Utilizing BDA Reading strategies will aid in reading comprehension, mastering benchmarks and closing the achievement gap.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/28/23 - 9/15/23 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.	Harrison, Lisa, 277717@dadeschools.net
9/5/23 – 9/18/23 Develop an instructional framework to effectively incorporate the BDA Reading Strategies during reading instruction. As a result, teachers will focus on teaching the BDA Reading Strategies thus increasing students’ abilities to use the different strategies to improve reading comprehension.	Jones, Alicia , 217257@dadeschools.net
9/5/23 – 9/29/23 -Teachers will participate in Collaborative Planning sessions with the instructional coach and plan for lessons incorporating BDA Reading Strategies and the instructional framework to improve reading instruction. As a result, teachers will implement the instructional framework to ensure the BDA Reading Strategies are taught and implemented to increase reading comprehension and mastery of the ELA benchmarks.	Jones, Alicia , 217257@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school’s webpage* where the SIP is made publicly available.

The SIP will be disseminated through the following methods:

The SIP is disseminated at stakeholder meetings (EESAC, Title I, Faculty and Parent Meetings)

Copies of the SIP are available in the Parent Resource Center at the School and copies are available upon request.

The SIP is posted on the school's website.

The progress of the SIP is communicated after each implementation phase of the SIP during Faculty, ESSAC and Parent meetings.

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's leaders build positive relationships with parents, families and community stakeholders through parent meetings, workshops, family engagement activities and school events. The school host parent/family nights throughout the year to give parents an opportunity to meet teachers and instructional staff. The school's leaders ensures that there is a flexible schedule for teachers and parents to meet to discuss the students' academic progress. The Family Engagement Plan is available on the school's website <https://northcountyk8.com/>.

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 plans to strengthen the academic program by ensuring students receive quality instruction. Teachers will attend collaborative planning and incorporate an instructional framework to maintain adequate pacing. Implementing interventions in reading and math will help decrease the achievement gap. Extended day learning activities will provide opportunities for additional time for remedial, reteaching and /or enrichment instruction. Continuous support and professional growth activities will keep teachers abreast of current strategies and resources that will address the needs of learners. Ongoing progress monitoring through administrative walkthroughs and data analysis will determine if improvement is made towards established goals and increasing proficiency.

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))

The plan development is inclusive of all programs, services, and resources available at the school. Collaborative meetings are held to determine the resources and steps to execute the plan that would be beneficial for learners to address their needs holistically. Ongoing monitoring through analyzing various data points will provide insight regarding the success or ineffectiveness of the plan. The plan incorporates a means for making adjustments to excel and maintain growth.

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, trust counselor and the mental health coordinator. Student's 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. Students also learn strategies and tools to help support their peers through our student-lead Peer Pals and No Place for Hate programs. 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).

Our schoolwide discipline plan models strategies aligned with Miami-Dade County Public School's Student Code of Conduct. Participation in the No Place for Hate program provides guidelines to assist with preventative methods to problem behavior by cultivating student leadership, unification of the school's learning communities, and engages students and staff in active learning. Peer counseling students in grades 6-8 serve as members of Peer Pals, a student-lead mentoring program. These students learn strategies and tools outlined in the Peace Path program and the No Place for Hate model to assist all students with academic challenges, social engagement, and conflict resolution to ensure positive outcomes and restore healthy peer relationships.

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))

The professional learning and support activities will be geared towards improving the instructors' craft. This would include increasing content knowledge and aligning instruction, resources, and activities with the standards. A schedule will be established for teachers to collaborate and share best practices. Ongoing support will be provided by instructional coaches and administration to recruit and retain effective 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))

The school schedules a transition meeting for preschool families to familiarize them with the expectations of kindergarten. Preschool students are invited to visit the kindergarten class to experience kindergarten for a day. Family engagement activities are held to foster partnerships with families and to encourage enrollment.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

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