

Miami-Dade County Public Schools

# Irving & Beatrice Peskoe K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>16</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>0</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>25</b>
<b>VI. Title I Requirements</b>	<b>28</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

## Irving & Beatrice Peskoe K 8 Center

29035 SW 144TH AVE, Miami, FL 33033

<http://peskoe.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 Irving & Beatrice Peskoe K-8 Center is the development of our students' social and academic achievements to succeed in a multicultural diverse community. With the commitment of all stakeholders, our students will become productive citizens in a global society.

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

Irving & Beatrice Peskoe K-8 Center endeavors to be a warm, creative learning environment where students will develop the strength to overcome academic and social challenges.

### 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
Sierra Hernandez, Madelyn	Principal	<p>The Principal will provide a common vision for the use of data-based decision-making and ensure that the school is established in the Multi-Tiered Support System. Through the following duties and responsibilities the Principal will perform the following:</p> <ul style="list-style-type: none"> <li>- lead the data analysis</li> <li>- create a culture of data-based decision-making and continuous improvement</li> <li>- provide and ensures program fidelity</li> <li>- plan for school-wide professional development based on data analysis of staff</li> <li>- direct the instructional coaches and instructional staff members</li> <li>- collaborate with all stakeholders to build understanding, trust, and support</li> </ul>
Wood, Kim	Assistant Principal	<p>The Assistant Principal will provide guidance on the facilitation and establishment of the Multi-Tiered Support System through:</p> <ul style="list-style-type: none"> <li>-facilitating and supporting data collection</li> <li>-assist in data analysis</li> <li>-provide professional development</li> <li>-provide support with instructional planning based on data</li> <li>-support the implementation of Intervention and the Rti process</li> </ul>
Brooks, Jennifer	Reading Coach	<p>The Reading Coach builds a relationship of trust and comradery with teachers while performing the following duties:</p> <ul style="list-style-type: none"> <li>-Meets with the Principal and Assistant Principal to reflect and identify areas of needed support</li> <li>-Pre-plans for collaborative planning sessions.</li> <li>-Facilitates collaborative planning sessions</li> <li>-Monitors and disaggregates data</li> <li>-Delivers on-going job embedded professional developments</li> <li>-Provides coaching support</li> <li>-Develops coaching cycles</li> <li>-Implements school wide intervention plan</li> </ul>
Lewis, Adrian	Math Coach	<p>The Math Coach builds a relationship of trust and comradery with teachers while performing the following duties:</p> <ul style="list-style-type: none"> <li>-Meets with the Principal and Assistant Principal to reflect and identify areas of needed support</li> <li>-Pre-plans for collaborative planning</li> <li>-Facilitates collaborative planning sessions</li> <li>-Monitors and disaggregates data</li> <li>-Delivers on-going job embedded professional developments</li> <li>-Provides coaching support</li> <li>-Develops coaching cycles</li> <li>-Implements school wide intervention plan</li> </ul>
Brill, Amber	Teacher, K-12	<p>The teacher will provide information about core instruction, collect student data, deliver instruction and intervention, participate in collaborative planning, coordinate on-going progress monitoring and administer diagnostic assessments.</p>

### **Stakeholder Involvement and SIP Development**

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

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

The School Improvement Process began at the 2023 Synergy X summer professional development. The School Leadership Team (LT) participated and collaborated in a three day professional development that was geared toward data analysis, strategic planning, content specific workshops and sessions focused on increasing parental engagement. During the strategic planning session, the leadership team analyzed quantitative and qualitative data in the areas of academics and school culture. In ELA achievement, the school increased one percent from the 2022 school year. In Math achievement, that data indicated a nine percent increase compared to the 2022 school year. There was a one percent decrease in Science achievement, an eight percent increase in Social Studies achievement and a decrease of twenty-two percent in Middle School Acceleration (Algebra 1). We anticipate being a RAISE school based on third (33%) and fifth (47%) grade ELA proficiency. The leadership team reflected on the current practices and processes contributing to the data results. The contributing factor and the areas of concern were discussed. There will be a focus on Algebra for Middle School acceleration and Science. A plan of improvement was developed that included measurable outcomes, monitoring, strategies and action steps. The findings were presented to the faculty at the Opening of Schools meeting to gain stakeholder feedback and involvement. A consensus was built and an understanding of the school's plan will address, and be aligned to the school's unique opportunities for improvement. During the first EESAC meeting and at the Annual Title 1 meeting, the school improvement plan will be presented to the school staff, parents, students, families and business/community leaders. The feedback and input will be added to the 2023-2024 plan for school 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 will be monitored throughout the school year to ensure the effective implementation of action steps that will positively impact student achievement. There will be seven phases to the monitoring process: phase I -data analysis and planning, phase II -beginning of the year implementation, phase III - beginning of the year review and reflection, phase IV - mid-year implementation, phase V - mid-year review and reflection, phase VI - end of the year implementation and phase VII - end of the year review and reflection. During each phase of the school improvement process, the data derived from the progress monitoring assessments will be reviewed, analyzed and disaggregated. During bi-weekly leadership team meetings, the data derived from topic assessments and bi-weekly ELA assessments will be presented and reviewed. Areas in need of improvement will be a focus during bi-weekly collaborative planning sessions. At the close of the i-Ready Diagnostic and FAST Progress Monitoring assessments, the Leadership Team will conduct data chats with the teachers. The leadership will perform classroom walkthroughs to monitor instructional planning, instructional delivery, student engagement, assessment and the instructional personnel's knowledge of the learners. The plan of improvement will be adjusted based on the data. When a focus area is not meeting expected outcomes, the action steps will reflect the necessary revisions to ensure continuous improvement.

### **Demographic Data**

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



<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	97%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	12	20	14	10	13	19	13	17	16	134
One or more suspensions	0	1	2	1	1	9	6	10	15	45
Course failure in English Language Arts (ELA)	0	14	20	36	11	23	3	13	6	126
Course failure in Math	0	12	14	34	17	47	5	10	5	144
Level 1 on statewide ELA assessment	0	0	0	42	16	25	30	19	28	160
Level 1 on statewide Math assessment	0	0	0	37	19	36	16	20	9	137
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	37	39	53	20	40	43	38	46	329

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	12	14	47	20	46	19	26	22	206	

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	22	0	0	2	11	1	36	
Students retained two or more times	0	1	0	4	4	0	3	8	8	28	

**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	18	18	19	14	14	18	28	9	138	
One or more suspensions	2	0	0	0	0	0	14	48	26	90	
Course failure in ELA	0	10	11	31	22	27	27	8	18	154	
Course failure in Math	0	4	7	18	11	27	36	17	11	131	
Level 1 on statewide ELA assessment	0	0	0	13	16	26	35	43	33	166	
Level 1 on statewide Math assessment	0	0	0	10	18	24	43	60	37	192	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	15	48	34	41	34	50	28	262	

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	12	7	20	17	27	36	26	20	165	

The number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	12	2	13	2	0	6	5	0	40	
Students retained two or more times	0	1	0	4	3	0	3	11	6	28	

**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	18	18	19	14	14	18	28	9	138
One or more suspensions	2	0	0	0	0	0	14	48	26	90
Course failure in ELA	0	10	11	31	22	27	27	8	18	154
Course failure in Math	0	4	7	18	11	27	36	17	11	131
Level 1 on statewide ELA assessment	0	0	0	13	16	26	35	43	33	166
Level 1 on statewide Math assessment	0	0	0	10	18	24	43	60	37	192
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	15	48	34	41	34	50	28	262

**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	12	7	20	17	27	36	26	20	165

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	12	2	13	2	0	6	5	0	40
Students retained two or more times	0	1	0	4	3	0	3	11	6	28

**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*	46	61	53	43	62	55	38		
ELA Learning Gains				62			41		
ELA Lowest 25th Percentile				58			37		
Math Achievement*	53	63	55	46	51	42	36		
Math Learning Gains				73			32		
Math Lowest 25th Percentile				71			24		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	44	56	52	42	60	54	33		
Social Studies Achievement*	87	77	68	74	68	59	55		
Middle School Acceleration	67	75	70	96	61	51	58		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	45	62	55	52	75	70	41		

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

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

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	617
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

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

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	34	Yes	1	
ELL	46			
AMI				
ASN				
BLK	46			
HSP	54			
MUL				
PAC				
WHT	69			
FRL	52			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	41			
ELL	54			
AMI				
ASN				
BLK	46			
HSP	63			
MUL				
PAC				
WHT	63			
FRL	62			

**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	46			53			44	87	67			45
SWD	24			30			21	69			6	33
ELL	40			51			35	83			6	45
AMI												
ASN												
BLK	37			42			38	71			5	
HSP	47			55			45	90	63		7	45
MUL												
PAC												
WHT	75			63							2	
FRL	45			52			42	86	62		7	43

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	43	62	58	46	73	71	42	74	96			52
SWD	15	47	50	25	62	60	6	50				55
ELL	41	67	65	40	66	66	33	59				52
AMI												
ASN												
BLK	19	46	55	29	68	83	21					
HSP	47	64	60	48	74	68	45	75	96			52
MUL												
PAC												
WHT	46	70		54	80							
FRL	42	62	59	45	72	72	41	74	96			52

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	38	41	37	36	32	24	33	55	58			41
SWD	21	29	25	10	22	23	10	30				38
ELL	37	40	36	33	32	36	23	62				41

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	21	28	29	27	26	17	24	25				
HSP	42	42	35	37	33	25	36	59	60			40
MUL												
PAC												
WHT	40											
FRL	37	39	37	34	31	25	32	53	57			42

**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	47%	56%	-9%	54%	-7%
07	2023 - Spring	46%	50%	-4%	47%	-1%
08	2023 - Spring	45%	51%	-6%	47%	-2%
04	2023 - Spring	52%	58%	-6%	58%	-6%
06	2023 - Spring	44%	50%	-6%	47%	-3%
03	2023 - Spring	33%	52%	-19%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	54%	58%	-4%	54%	0%
07	2023 - Spring	48%	48%	0%	48%	0%
03	2023 - Spring	38%	63%	-25%	59%	-21%
04	2023 - Spring	63%	64%	-1%	61%	2%
08	2023 - Spring	72%	59%	13%	55%	17%
05	2023 - Spring	45%	58%	-13%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	46%	40%	6%	44%	2%
05	2023 - Spring	37%	50%	-13%	51%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	56%	18%	50%	24%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	68%	14%	66%	16%

### III. Planning for Improvement

#### Data Analysis/Reflection

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

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

Science achievement demonstrated the lowest performance with a 1% increase. In 2022, the data indicates that there was an overall proficiency of 41%. In 2023, the data indicated that there was an overall proficiency of 42%. The contributing factors for the lack of achievement was the minimal implementation of differentiated instruction and a low level of student engagement with collaborative group activities.

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

Middle School Acceleration (Algebra 1) demonstrated the lowest performance with a 22% decrease. In 2022, the data indicates that there was an overall proficiency of 96%. In 2023, the data indicates that there was an overall proficiency of 74%. At the beginning of the school year, it was noted that the students started the year at a lower achievement level. In addition, there was a lack of motivation with the 2022-2023 cohort of students. Another possible factor was the transition of the new B.E.S.T. standards.

**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.**

According to the 2023 Comparison Sheet for Algebra 1 End of Course Assessment, the statewide total percent on or above grade level was 86%. In 2023, our students achieved 74% on or above grade level on the Algebra 1 EOC assessment. There was 12% gap when comparing to statewide results.



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

Middle School Social Studies (Civics) demonstrated the most improvement from 2022 to 2023. In 2022, the data indicated that there was 74% of the student that were proficient. In 2023, the data indicated 83% of the students were proficient which is a 9% percent increase. The school actions that contributed to this increase in proficiency was the use of data derived from the mid-year and mini assessments to drive instruction. In addition, we incorporated small group instruction in the instructional framework.

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

Based on the EWS from 2022-2023, the two areas of concern are the number of students with substantial reading deficiencies and the number of students that have two or more early warning indicators.

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

Middle School Acceleration (Algebra1) from 96% to 74% (-22)  
Science Achievement from 42% to 41% (-1)  
English Language Arts Achievement from 43% to 44% (+1)  
Math Achievement from 44% to 53% (+9)  
Social Studies Achievement from 74% to 83% (+9)

**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.

During the 2022- 2023 school year, 74% of the 8th grade students scored at a level 3 or above on the Algebra 1 End of Course Exam. This is a 22% decrease from the 2021-2022 school year, where 96% of the 8th grade students performed at a level 3 or higher on the Algebra End of Course Exam. Based on the data and the identified contributing factors of: the transition to the new B.E.S.T standards, a higher number of lower achieving students in the cohort and the lack of student motivation, we will implement the Targeted Element of Math.

**Measurable Outcome:**

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

With the implementation of standards-aligned instruction, an additional 6% (for a total of 80%) of the 8th grade students will score at a level 3 or above in the area of Algebra 1 by the 2022-2023 End of Course exam by June 2023.

**Monitoring:**

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

The Leadership Team will hold bi-weekly collaborative planning sessions to monitor the instruction and implementation of the B.E.S.T. standards in Algebra 1. Data chats will be held after each district assessment to review the data and discuss areas for improvement. The classroom teacher will monitor the data and create small groups to individualize the instruction to meet the needs of the students.

**Person responsible for monitoring outcome:**

Adrian Lewis (aelewis@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 Math, our school will focus on the Evidence-based intervention of Standards-Aligned Instruction. Standards-Aligned Instruction refers to the teachers execution of lessons based on the standards/learning targets. The student products and teaching techniques are aligned with the intended standards. The classroom teacher delivers planned lessons to guide students through the demands of the standards/learning targets. Students will demonstrate mastery of the lesson's objectives through their work samples/tasks. Data-Driven instruction will be monitored through the use of a data tracker to guide the instructional planning and data disaggregation.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Standards-Aligned Instruction is a teaching method that ensures the teacher plans and implements instruction utilizing the B.E.S.T. standards.

**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 and the instructional staff member will meet bi-weekly for collaborative planning to discuss the alignment of resources to the standards. As a result of this action step, the instructional staff member will have the resources necessary to deliver instructional.

**Person Responsible:** Adrian Lewis (aelewis@dadeschools.net)

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

The instructional staff member will develop and deliver lesson plans aligned to the B.E.S.T standards. As a result of this action step, the teacher will be prepared to introduce new concepts that will meet the mastery level of the standard.

**Person Responsible:** Adrian Lewis (aelewis@dadeschools.net)

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

The administrative team will conduct classroom walkthroughs to monitor the effective implementation of the standards-aligned instruction. As a result of this action step, the administrative team will be able to support and provide feedback to the instructional staff member.

**Person Responsible:** Madelyn Sierra Hernandez (madsierra@dadeschools.net)

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

The leadership team will monitor the student data and work samples. As a result, the instructional staff member and the leadership team can reflect, discuss concerns and make a plan of action when adjustments are needed.

**Person Responsible:** Madelyn Sierra Hernandez (madsierra@dadeschools.net)

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

**#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 Florida Statewide Science Assessment data, 41% of students were at or above grade level compared to the 2021-2022 school year, where students scored 42% at or above grade level. Science was the lowest-performing group, with a decrease of 1%. Based on the data, the identified contributing factors included minimal implementation of differentiated instruction, low student engagement, and a decrease in collaborative group activities.

**Measurable Outcome:**

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

With the implementation of differentiated instruction, there will be an increase of 4 percentage points, resulting in 45% of students in fifth and eighth grade at or above grade level in science.

**Monitoring:**

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

The leadership team will conduct classroom walk-throughs to observe evidence of differentiated instruction. The leadership team will support and monitor teachers in analyzing data, grouping students, planning for DI and utilizing data trackers. Data chats will be conducted quarterly to review data from topic assessments.

**Person responsible for monitoring outcome:**

Kim Wood (woodk1@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, we will focus on the evidenced-based strategy of Differentiated Instruction. Effective teaching involves providing different students with different avenues to learning. Differentiated Instruction allows the needs of all the learners to be met in the same classroom.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Differentiated Instruction will ensure that the instructional personnel utilizes relevant, recent, and aligned data to plan lessons customized to the students' needs. The classroom teacher will adjust the instructional delivery as new data becomes available.

**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 facilitate collaborative planning sessions to review the components of differentiated instruction for all 5th and 8th grade Science classrooms.

**Person Responsible:** Kim Wood (woodk1@dadeschools.net)

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

The Leadership Team will facilitate collaborative planning sessions to review, analyze, and disaggregate the data derived from the 5th and 8th grade Science Baseline assessments to create differentiated instruction groups to meet the needs of the learners.

**Person Responsible:** Kim Wood (woodk1@dadeschools.net)

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

The Leadership Team will support the instructional personnel in aligning resources that will be utilized in the differentiated group rotations.

**Person Responsible:** Kim Wood (woodk1@dadeschools.net)

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

The administrative team will conduct classroom walkthroughs to monitor the effective implementation of differentiated instruction. Instructional support will be provided if needed.

**Person Responsible:** Kim Wood (woodk1@dadeschools.net)

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

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

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

On the 2022-2023 School Climate Survey, 86% of the teachers indicated that they agreed with the statement, "I feel my ideas are listened to and considered." The percentage of teachers that indicated a neutral response was 4%, and 11% disagreed or strongly disagreed with the statement. To address the needs of the staff to feel valued and listened to, we will implement shared leadership.

**Measurable Outcome:**

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

With the implementation of Shared Leadership, the 2024 School Climate Survey will indicate a 5% increase in our teachers who will respond that they feel their ideas are listened to and considered.

**Monitoring:**

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

The administrative team will monitor the involvement of the staff in various aspects of the school operations. The administrative team will discuss ideas, concerns, and the level of participation on a monthly basis.

**Person responsible for monitoring outcome:**

Madelyn Sierra Hernandez (madsierra@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 Leadership, our school will focus on the Evidence-based Intervention of Shared Leadership. Shared Leadership will assist with expanding the number of staff members involved in making important decisions related to the school organization, operation, and academics.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Shared Leadership is a strategy that will enable the staff to increase their participation in the decision-making processes at the school site.

**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 first faculty meeting of the school year, the teachers will be provided with the opportunity to sign up for leadership roles.

**Person Responsible:** Kim Wood (woodk1@dadeschools.net)

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

Grade level chairs will be selected and will serve as a liaison between the administrative team and the teachers.

**Person Responsible:** Kim Wood (woodk1@dadeschools.net)

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

The first EESAC meeting will be scheduled for all stakeholders to attend and to provide their input into the school operations and school improvement.

**Person Responsible:** Kim Wood (woodk1@dadeschools.net)

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

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

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

As indicated in the School Climate Survey, 56% of the students agreed with the statement that "My school cares about my social and emotional well-being." The percent of the students that responded neutral to the question was 32%, and 13% of the students disagreed or strongly disagreed with the statement. In an effort to increase the level of social and emotional support to the students, we will implement Character Education and Values Matter.

**Measurable Outcome:**

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

Through the implementation of Character Education and Values Matter, the 2024 Student School Climate Survey will indicate a 5% increase in the students that agree with the statement that the school cares about their social and emotional well-being.

**Monitoring:**

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

The administration team will monitor the development and implementation of the Character Education/Values Matter program. On a monthly basis, the leadership team will meet with the Student Services staff to ensure the students are actively engaged in the social/emotional development activities.

**Person responsible for monitoring outcome:**

Yvette Eguino-Diaz (eguinoy@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 Social and Emotional well-being, our school will implement Character Education/Values Matter. Character Education/Values Matter will support students' social—emotional and ethical development.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Character Education/Values Matter is a strategy that will instill values and provide long-term solutions to growing issues in our society and in our school.

**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 Elementary School Counselor will introduce and implement the "Start with Hello" program. The Start with Hello initiative raises awareness about social isolation and highlights the importance of creating connections and eliminating social exclusion.

**Person Responsible:** Yvette Eguino-Diaz (eguinoy@dadeschools.net)



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

The Middle School Counselor will implement the Socially and Emotionally Strong initiative to support the 6th, 7th, and 8th grade students with their social and emotional well-being.

**Person Responsible:** Yvette Eguino-Diaz (eguinoy@dadeschools.net)

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

The Student Services Team will hold counseling sessions for students needing additional support with social and emotional concerns.

**Person Responsible:** Yvette Eguino-Diaz (eguinoy@dadeschools.net)

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

## 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 2022- 2023 STAR Data, on average 61% of our K- 2nd grade students scored below 40% proficiency. We will strategically focus on K-2 teachers and instruction by targeting the framework of differentiated instruction to meet the needs of the students.

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

During the 2022-2023 school year, 35% of the students scored a level 3 or above on the FAST Assessment. The data will be disaggregated to target instruction to meet individual student's needs. The teachers will participate in professional development on differentiated instruction to increase proficiency in Reading.

## 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

With the implementation of the evidence based strategy of Differentiated Instruction, the percentage of students in K-2 will increase by 3% as measured by the FAST assessment from PM1 to PM2.

### Grades 3-5 Measurable Outcomes

With the implementation of the evidence based strategy of Differentiated Instruction, the ELA proficiency will increase from 44% to 47%, as measured by the 2023 - 2024 F.A.S.T. 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.

The effectiveness of implementing differentiated instruction will be monitored by the progress monitoring assessments (PM) of the F.A.S.T. Assessment. The formative assessments of i-Ready, Bi-Weekly assessments, and unit tests will all be analyzed bi-weekly by the classroom teacher and the administrative team. The data will be used to determine the areas of concern and needs improvements to ensure that every student's needs are met.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Sierra Hernandez, Madelyn, [madsierra@dadeschools.net](mailto:madsierra@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?

Differentiated Instruction is a framework for providing students with various avenues of learning based on their needs. All pertinent data will be used to determine the needs of the students. The classroom teacher will align learning resources to meet the need as well as provide the student with activities to promote effective learning regardless of the student’s ability level.

**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?

Differentiated Instruction is an evidenced-based practice that allows teachers to provide literacy instruction regardless of the student’s ability.

**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
The Literacy Coach will provide professional development on the effective implementation of differentiated instruction to the newly hired classroom teachers. Coaching support on the implementation of DI rotations will be provided to all other teachers based on need as determined by administrative classroom walkthroughs.	Sierra Hernandez, Madelyn, madsierra@dadeschools.net
The teachers will utilize historical and baseline data to create differentiated instruction groups, set routines, and begin rotations at least once per week.	Brooks, Jennifer, jbkelly@dadeschools.net
Implement differentiated instruction daily with fidelity to accelerate student learning by providing teacher led-center instruction that includes reteach, scaffold, target, pre-teach skills needed to meet the demands of the standards.	Sierra Hernandez, Madelyn, madsierra@dadeschools.net

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

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

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

The School Improvement Process began with the data analysis and planning phase at Synergy X (District Professional Development). The strategic planning phase consisted of an analysis of our school-level data. Based on the data, our leadership team met to determine the areas of focus for the upcoming school year. Next, the leadership team purposefully engaged stakeholders in providing reflective feedback on creating and applying specific action steps to achieve improved instructional practices. Upon receiving the reflective feedback from stakeholders, a plan for school improvement was developed. Our school hosts the Title 1 Annual Meeting each year during the first few weeks of the school year. At this meeting, the areas of focus are presented and shared. An official EESAC (Educational Excellence School Advisory Council) meeting will be held, and the SIP will be presented and approved. During the course of the school year, there are key times when the SIP is reviewed and reflected upon based on our progress toward meeting our goals. A beginning-of-the-year review is conducted to reflect on our status as we review the evidence and current data points. The areas that do not demonstrate growth are revisited, and a new plan with strategic action steps is developed and implemented. The same protocol will take place at the mid-year review and the end-of-the-year review and reflection. Throughout the School Improvement Process, there are consistent meetings with stakeholders through the EESAC. Our SIP can be found on our school's website (<http://peskoek8.weebly.com/index.html>) and on our District school improvement webpage ([si.dadeschools.net](http://si.dadeschools.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 plans to build positive relationships with parents and families along with other community stakeholders through the development and implementation of our school's Parent and Family Engagement Plan (PFEP). The goal of the PFEP is to carry out programs, activities, and procedures in an effort to communicate with parents and families. The Title I School-level PFEP is a shared responsibility. Parents and family members will provide input in the update and review of the PFEP. This is evidenced by the school's Title I Annual Parent Meeting and Educational Excellence School Advisory Council (EESAC). The PFEP is presented during the 1st EESAC meeting of the year and the Title I Annual Parent Meeting by an administrator. The school PFEP can be found on the school's webpage at <http://peskoek8.weebly.com/index.html>.

**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)**

To strengthen the academic programs in the area of Math, we plan to focus on implementing standards-based instruction. The expertise of our Instructional Coaches in Math and ELA will be utilized in the planning and implementation of the strategy. In Science and English Language Arts, the evidenced-based strategy of Differentiated Instruction will be the key to improved student outcomes.

**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))**

This year, we have incorporated Social and Emotional learning as a focus for improvement. Such programs as "Start with Hello," "See Something, Say Something," "Values Matters," and Youth Mental Health courses will be utilized to support students in improving their emotional well-being. Action steps will be created throughout the school year to assist the students in being successful socially, emotionally, as well as academically.

**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))**

Our Middle School Counselor collaborates with the High School in our feeder pattern to provide our students access to programs that will benefit them in their path towards a post-secondary career. High Schools are invited to speak to our students and to recruit them for their specialized programs.

**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).**

In our District, we follow the Response to Intervention for Behavior protocol (RTi-B). As with academics, there is a three-tiered approach. Tier 1 (Universal) interventions are developed for the general education population, which includes schoolwide behavioral expectations and procedures. Tier 2 (Targeted) interventions consists of a continuation of Tier 1 interventions and Tier 2 interventions begin. Such examples include, group or individual counseling, behavior contracts, and weekly progress notes. In Tier 3, Tier 1 and Tier 2 interventions continue and there is an increase in the intensity and frequency of the interventions. Tier 3 interventions include the implementation of a Functional Behavior Assessment. Other behavioral concerns beyond the use of Tier 3 interventions can lead to referrals to alternative education or the Department of Juvenile Justice Services. At our school site, we implement a schoolwide discipline plan, and we adhere to our District's Code of Student Conduct.

**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))**

At our school site, we have a Professional Development Liaison. PD opportunities are created and provided based on our staff's needs. Incorporated in our school calendar are two mandatory PD days where the faculty and staff are required to select and attend PD. It is suggested that teachers select courses that are meaningful and will have a direct impact on their students. Our instructional coaches provide PD to teachers needing additional academic support throughout the school year. Such PD offerings are grade-level and subject-area-specific.

**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))**

We recruit early childhood students to our school by providing them with an opportunity to participate in our inhouse field trip. Flyers are created and provided to the local daycares and early childhood centers. The preschool students that attend participate in activities in our Kindergarten classrooms. Special activities are created and shared. The students are given a window into a day in the life of a Kindergarten student at our school site. The parents of the preschool students are also presented with information about our school. They are invited to schedule an appointment to tour our facilities.