

Miami-Dade County Public Schools

Henry E.S. Reeves K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	13
III. Planning for Improvement	18
IV. ATSI, TSI and CSI Resource Review	27
V. Reading Achievement Initiative for Scholastic Excellence	27
VI. Title I Requirements	30
VII. Budget to Support Areas of Focus	33

Henry E.S. Reeves K 8 Center

2005 NW 111TH ST, Miami, FL 33167

<http://henryreeves.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.

Our goal at Henry E.S. Reeves K - 8 Center is to create a school where high motivation, technological sophistication and creativity contribute to strong student academic performance. Our school will serve the diverse needs of students and foster an environment enriching the quality of life for every member of our school community. Henry E. S. Reeves K-8 Center is a state-of-the-art school in terms of technology, educator accountability, and incentives for teaching success.

Provide the school's vision statement.

Henry E.S. Reeves K - 8 Center is to be a model for quality public education. In being that model, we will provide a rigorous academic environment that targets literacy in reading, writing, and math across all content areas. As a result, our students will perform at a high academic level throughout their educational career. We believe, in order to achieve this end, we must develop the whole child by including ethical decisions and appropriate interactions in a social context as a life-long learner. Finally, we have an expectation for all members of our community to be actively involved in the development of our children.

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
Gibbs, Julian	Principal	<p>The principal serves in the capacity of governing agent and bears the responsibility of the overall operation of the school building. The principal carries out the vision and mission of the school and communicates with all stakeholders in this process. The principal also provides strategic direction, develops standardized curricula, monitors student achievement data, and encourages parental involvement. The principal collaborates with teachers to set and achieve high performance goals.</p> <p>Other roles include administering and monitoring of the school budget, communicating district and school policy and procedures, developing safety protocols and emergency response procedures to ensure school safety for all. The role of the principal involves providing immediate attention when problems arise, such as disciplinary issues that may involve criminal activity, and issues related to school personnel.</p> <p>In addition, the role of the principal also involves being that transformational instructional leader that motivates the team, delegates tasks, fosters leadership qualities in others, while managing data, processes, and personnel.</p>
Taylor, Kysha	Assistant Principal	<p>The assistant principal serves in the capacity of governing agent and bears the responsibility of the overall operation of the school building. The assistant principal carries out and supports the vision and mission of the school and communicates with all stakeholders in this process. The assistant principal also provides strategic direction to teachers and other school personnel, assist in the development of standardized curricula, monitors student achievement data, and encourages parental involvement. The assistant principal collaborates with teachers to set and achieve high performance goals.</p> <p>Other roles include collaborating with the school principal as it relates to school budget, communicating district and school policies and procedures to the staff, developing safety protocols and emergency response procedures to ensure school safety for all. The role of the assistant principal involves providing immediate attention when problems arise, such as disciplinary issues that may involve criminal activity, and issues related to school personnel as determined by the principal.</p> <p>In addition, the role of the assistant principal also involves being that transformational instructional leader that motivates the team, delegates tasks, fosters leadership qualities in others, while managing data, processes, and personnel.</p>
Scavella, Jodye	Assistant Principal	<p>The assistant principal serves in the capacity of governing agent and bears the responsibility of the overall operation of the school building. The assistant principal carries out and supports the vision and mission of the school and communicates with all stakeholders in this process. The assistant principal also provides strategic direction to teachers and other school personnel, assist in the development of standardized curricula, monitors student achievement data, and encourages parental involvement. The assistant principal collaborates with teachers to set and achieve high performance goals.</p> <p>Other roles include collaborating with the school principal as it relates to school budget, communicating district and school policies and procedures to the staff, developing safety protocols and emergency response procedures to ensure</p>

Name	Position Title	Job Duties and Responsibilities
		<p>school safety for all. The role of the assistant principal involves providing immediate attention when problems arise, such as disciplinary issues that may involve criminal activity, and issues related to school personnel as determined by the principal.</p> <p>In addition, the role of the assistant principal also involves being that transformational instructional leader that motivates the team, delegates tasks, fosters leadership qualities in others, while managing data, processes, and personnel.</p>
Tucker, Jonathan	Teacher, K-12	<p>Mr. Tucker serves in the capacity of our 8th grade team leader. He is the liaison between the school leadership team and the 8th grade teachers. His role includes leading common planning sessions as it relates to science curriculum, supporting science teachers as needed, assist with the monitoring of science assessment data, and assist with identifying science teachers in need of professional learning.</p> <p>Mr. Tucker is a member of the School Leadership Team, and also works with our and science data team. He is currently a BENCH candidate this year, and also serves in the role of EESAC chairperson, and currently serves as a PLST member.</p>
Saunders, Dexter	Teacher, K-12	<p>Mr. Saunders serves in the capacity of our 5th grade team leader. He is the liaison between the school leadership team and the 5th grade teachers. He is currently teaching 5th grade math and science. Mr. Saunders is a member of the School Leadership Team and also works with our math and science data team.</p> <p>His role includes leading common planning sessions as it relates to math and science curriculum, supporting math and science teachers as needed, assisting with the ongoing progress monitoring of math and science assessment data, and assist with identifying teachers in need of professional learning. Mr. Saunders also shares the latest best practices with his team that will promote academic learning success in the math and science classrooms.</p>
Sawyer Hill, Miriam	Reading Coach	<p>Ms. Sawyer-Hill is our literacy coach/content expert for the 2023-24 school year. The role of the literacy coach is to ensure that students receive high-quality instruction. The reading coach serves as an advocate for the ELA/ reading program.</p> <p>The role of the reading coach is to lead professional development workshops, model strategies or techniques for teachers, and conduct collaborate lessons during common planning sessions.</p> <p>In addition, other roles and responsibilities will involve observing teachers, providing feedback, and identify next steps for improving instruction in the ELA/ reading classroom. The coach will also model exemplar lessons, monitor interventions conducted by the teacher, identify trends interpret and analyze student data, and support teachers to adjust instruction based on data to make informed decisions about placement.</p> <p>In addition, the coach will provide coaching cycles as needed or determined by school administration.</p>

Name	Position Title	Job Duties and Responsibilities
Sawyer Joseph, Hilleary	Math Coach	<p>Ms. Sawyer-Cooper is our Math instructional coach for the 2023-24 school year. Her role as a math coach is to collaborate with teachers in grades 3-8 to provide support with math curriculum, visit classrooms to offer feedback, and share best practices that produce quality instruction, and strategies to improve overall student achievement.</p> <p>Ms. Sawyer-Cooper is our math coach/content expert for the 2023-24 school year. The role of the math coach is to ensure that students receive high-quality instruction. The math coach serves as an advocate for the math program. The role of the math coach is to lead professional development workshops, model strategies or techniques for teachers, and conduct collaborate lessons during common planning sessions.</p> <p>In addition, other roles and responsibilities will involve observing teachers, providing feedback, and identify next steps for improving instruction in the math classroom.</p> <p>The math coach will also model exemplar lessons, monitor interventions conducted by the teacher, identify trends interpret and analyze student data, and support teachers to adjust instruction based on data to make informed decisions about placement.</p> <p>In addition, she will model lessons guided by the school administration to provide coaching with math materials, common plan with teachers, interpret and analyze student data, and make informed decisions about placement and groupings. Will assist with planning for instruction and use data to drive groupings and alignment of resources. In addition, as a math coach she will model lessons and complete coaching cycles to support teachers as needed.</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.

Our EESAC is used to help bridge the gap between school, parents and the community. By meeting once a month with EESAC members to include parents/guardians, students, staff, business partners and community stakeholders work closely with the School Leadership Team (SLT) to help support one another and work collaboratively student learning, to include academic incentives and enrichment programs, interventions, and other social and emotional programs that will impact student growth and achievement.

During our EESAC and parent and family engagement meetings, in which we meet approximately nine times per year, we review school data, discuss implications for instruction and next steps, as well as short and long-term goals for student success, and the school as a whole. During both platforms, stakeholders are given an opportunity to provide input and feedback, make suggestions, voice their concerns, and participate in the needs assessment process, and overall academic cycle to provide feedback that will impact student achievement.

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))

Our SIP will be monitored during EESAC meetings, during School Leadership team meetings, and during district-led meetings on a monthly and quarterly basis. As a School Leadership Team (SLT) we will meet to discuss our goals, the current student achievement data, and determine whether the data indicates we are meeting district standards, working towards, or not on track to meet our academic goals. We will ensure that when we meet as a leadership team that the focus of our conversations will pertain to our most fragile student cohort or bottom quartile students. The School Leadership Team (SLT) will also meet at least quarterly with district personnel or curriculum support for an in-depth look at our data to determine what interventions need to take place, and to determine our next steps. We will also look at our current plans, curriculum, strategies and current interventions to determine if what we have in place is actually working, and if not we will have to make informed decisions pertaining to the effectiveness of our current interventions. The leadership team will also conduct weekly classroom walkthrough visits and provide timely, purposeful, and meaningful, actionable feedback to teachers. Monthly student progress monitoring will occur to ensure that students are on track to meet individual and school-wide goals. Monitoring of the SIP will take place on a monthly and quarterly basis to provide feedback, make revisions as needed, and determine actionable next steps, as deemed by the EESAC team members.

Professional Learning Support Teams will meet on a monthly basis through district-wide trainings to support new teachers, and professional service teachers in regards to certification and renewals, curriculum updates, and support job-embedded professional learning throughout the school year. The team leaders will also meet with their respective teams to common plan weekly to update focus calendars, review pacing guides, provide testing updates, and to analyze and discuss formative assessment data.

In addition, the leadership team will hold teacher data chats on a quarterly basis to analyze and discuss FAST PM data and other progress monitoring data when determining what implications and adjustments need to be made.

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 KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	25	33	40	29	17	27	29	41	241	
One or more suspensions	0	0	0	1	3	3	3	12	9	31	
Course failure in English Language Arts (ELA)	0	0	9	34	7	7	2	3	1	63	
Course failure in Math	0	0	19	23	8	9	4	3	4	70	
Level 1 on statewide ELA assessment	0	0	0	26	26	22	25	31	35	165	
Level 1 on statewide Math assessment	0	0	0	16	30	24	26	28	20	144	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	28	41	69	37	25	39	50	53	342	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	17	43	26	24	25	29	33	197

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	27	0	0	0	0	0	27
Students retained two or more times	0	0	1	6	0	1	1	3	2	14

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	33	29	36	15	23	38	38	60	272	
One or more suspensions	0	0	0	2	0	2	8	26	54	92	
Course failure in ELA	0	0	11	44	6	9	5	27	16	118	
Course failure in Math	0	0	14	31	2	16	13	6	10	92	
Level 1 on statewide ELA assessment	0	0	0	43	19	40	44	35	64	245	
Level 1 on statewide Math assessment	0	0	0	34	30	42	46	49	50	251	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	20	76	20	36	45	44	46	287	

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	13	70	21	37	48	57	66	313

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	2	47	0	1	2	2	1	55
Students retained two or more times	0	0	1	0	4	1	1	7	4	18

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	33	29	36	15	23	38	38	60	272	
One or more suspensions	0	0	0	2	0	2	8	26	54	92	
Course failure in ELA	0	0	11	44	6	9	5	27	16	118	
Course failure in Math	0	0	14	31	2	16	13	6	10	92	
Level 1 on statewide ELA assessment	0	0	0	43	19	40	44	35	64	245	
Level 1 on statewide Math assessment	0	0	0	34	30	42	46	49	50	251	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	20	76	20	36	45	44	46	287	

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	13	70	21	37	48	57	66	313

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	2	47	0	1	2	2	1	55
Students retained two or more times	0	0	1	0	4	1	1	7	4	18

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*	37	61	53	36	62	55	36		
ELA Learning Gains				54			37		
ELA Lowest 25th Percentile				52			38		
Math Achievement*	44	63	55	36	51	42	27		
Math Learning Gains				67			17		
Math Lowest 25th Percentile				75			28		
Science Achievement*	39	56	52	24	60	54	19		
Social Studies Achievement*	51	77	68	57	68	59	37		
Middle School Acceleration	80	75	70	83	61	51			
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	29	62	55	58	75	70	39		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
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	542
Total Components for the Federal Index	10
Percent Tested	99
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	12	Yes	2	2
ELL	35	Yes	1	
AMI				
ASN				
BLK	42			
HSP	39	Yes	1	
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	1	1
ELL	50			
AMI				
ASN				
BLK	51			
HSP	54			
MUL				
PAC				
WHT				
FRL	53			

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	37			44			39	51	80			29
SWD	14			14			7	15			5	
ELL	34			33			29	42			6	29
AMI												
ASN												
BLK	36			44			38	54	76		7	25
HSP	42			42			41	42			6	30
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	37			44			39	50	82		7	25

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	36	54	52	36	67	75	24	57	83			58
SWD	7	32	35	9	51	63	5	24				
ELL	30	53	43	28	69	78	30	64				58
AMI												
ASN												
BLK	35	54	54	36	65	73	22	57	81			33
HSP	37	56	41	39	76	81	36	56				63
MUL												
PAC												
WHT												
FRL	34	54	52	35	66	74	23	56	82			58

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	36	37	38	27	17	28	19	37				39
SWD	10	24	34	9	20	26	0	9				
ELL	39	49	58	33	13	23	17	46				39
AMI												
ASN												
BLK	35	35	29	26	18	31	20	39				33
HSP	38	44	58	29	13	20	13	27				40
MUL												
PAC												
WHT												
FRL	35	37	39	26	17	28	19	38				37

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	46%	56%	-10%	54%	-8%
07	2023 - Spring	29%	50%	-21%	47%	-18%
08	2023 - Spring	39%	51%	-12%	47%	-8%
04	2023 - Spring	31%	58%	-27%	58%	-27%
06	2023 - Spring	41%	50%	-9%	47%	-6%
03	2023 - Spring	24%	52%	-28%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	34%	58%	-24%	54%	-20%
07	2023 - Spring	31%	48%	-17%	48%	-17%
03	2023 - Spring	39%	63%	-24%	59%	-20%
04	2023 - Spring	48%	64%	-16%	61%	-13%
08	2023 - Spring	72%	59%	13%	55%	17%
05	2023 - Spring	49%	58%	-9%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	41%	40%	1%	44%	-3%
05	2023 - Spring	31%	50%	-19%	51%	-20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	56%	24%	50%	30%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	68%	-17%	66%	-15%

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.

ELA across the board was the lowest data component with our 3rd graders, at 24%, 4th grade at 31% , 5th grade at 46% ,6th grade at 41%, 7th grade at 29%, and 8th grade at 39%. The contributing factor to these low performances are the teachers lack of pacing, student engagement, and teachers not fully teaching to the new standards.

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

Civics showed the greatest decline from the prior year. Prior year Civics was 57% and currently this year we are at 52%. The greatest contributor to this decline was not having a civics teacher that truly understood the content in 7th grade.

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.

ELA had the greatest gap when compared to the state average. The state average is 50% in ELA and we are at 35%. Math had a gap as well. The state is at 56% and we are at 46%. Civics as well showed a gap with the state being at 66% and we are at 52%.

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

Math showed the most improvement. What contributed to the success was on going progress monitoring, teacher planning and teaching to the the standards.

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

Reflecting on the EWS data from Part I, the two potential areas of concern for us is in ELA and Civics due to the low proficiency percentages. The data on the 2022-23 FAST yielded that in ELA we were identified as below the 50% threshold for overall proficiency, and in Civics we dropped 5%percentage points in proficiency from the previous year.

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

Our highest priorities for school improvement will be ELA, and Civics . We want to ensure teachers are teaching to the new standards, having teachers to register for PD's to enhance there instructional delivery and engagement, and weekly progress monitoring.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, nearly 65% of students at Henry E.S. Reeves are not performing at or above grade level in English/Language Arts. The data also yielded that only 35% of our students in ELA overall are proficient which makes this an area of concern due to over 50% of our students in grades 3-8 are non-proficient readers.

Measurable Outcome:

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

By September 29, 2023 with the implementation of collaborative planning, 10% of the students will achieve content mastery, and proficiency by the administration of the FAST PM3 state assessment.

Monitoring:

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

The area of focus will be monitored using iReady growth monitoring assessment data in between each progress monitoring assessment window in addition to other district-wide assessments. iReady growth monitoring data will allow teachers to track progress, provide instant feedback to students, and remediate areas of deficiency. Growth monitoring assessments will provide data for the instructional coach to plan ongoing interventions and provide classroom support for teachers to implement and execute targeted interventions.

Person responsible for monitoring outcome:

Julian Gibbs (pr4491@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.)

In order to effectively implement the area of focus with the targeted element of collaborative planning, we will focus on the evidence-based strategy vertical planning. This will allow opportunities for the teachers to plan collaboratively to align standards and resources across the grade levels, and develop a deeper understanding of what is required for all students as measured by student learning outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As a leadership team, we decided to focus on vertical planning due to the significant number of students that were non-proficient on the state assessment. The data yielded that only 35% of our students were proficient in ELA. As a result collaborative planning will afford teachers the opportunity to create rigorous lessons by incorporating the evidence-based strategy of vertical planning. As a result, the implementation of vertical planning will assist teachers with developing lessons that involve high levels of student engagement, discussions, and open-ended questioning techniques. The leadership team concluded that when used with fidelity, vertical planning is a powerful tool in addressing the learning needs of our diverse population, and our most fragile students, and as a result will increase overall proficiency.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will participate in weekly collaborative planning meetings with the instructional coach to plan lessons using the evidence-based vertical planning framework that are rigorous, and aligned with grade level standards.

Person Responsible: Julian Gibbs (pr4491@dadeschools.net)

By When: September 29

The school leadership team will create a calendar/schedule for collaborative vertical planning for the teachers. As a result, teachers will collaborate with the reading coach and their colleagues in all scheduled planning sessions on a weekly basis.

Person Responsible: Julian Gibbs (pr4491@dadeschools.net)

By When: September 29

The instructional coach will conduct a walkthrough focusing on center rotations and will identify teachers in need of additional support, so that model lessons will occur.

Person Responsible: Miriam Sawyer Hill (sawyer-hillmiriam@dadeschools.net)

By When: September 29

#2. 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.

Based on the data review, our school will implement an Attendance Action Plan for students with 3 or more absences. During our review of the attendance data from the previous school year, students in grades 1-8 (272) were identified as students with attendance below 90%. Approximately 10% (272) of our student population were identified as having poor attendance. In addition, many of our students that scored a level 1 or 2 on the FAST PM3 state assessment were identified as students with five or more excessive absences. As a leadership team, we recognize the need to create a positive school culture to improve and increase student attendance. By collaborating with our teachers, parents and colleagues, the Attendance Review Committee (ARC) will closely monitor students with excessive absences to determine a plan of action that will decrease the number of student absences within a school year.

Measurable Outcome:

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

If we successfully implement the Attendance Action plan with fidelity, and target our most fragile students by providing early intervention, we will decrease the number of excessive absences by at least 10 percent overall.

Monitoring:

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

Attendance will be tracked by reviewing the daily attendance bulletin. We will also analyze attendance data and pull reports using PowerBi to track student attendance. Early Warning System data will be analyzed by the Attendance Response Committee (ARC) to decide a course of action, or interventions needed to support the student and family.

Person responsible for monitoring outcome:

Julian Gibbs (pr4491@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.)

Schools that implement an Attendance initiative with fidelity by trained individuals with interventions and resources to support the family will result in increased attendance, and positive learning outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With the targeted Element of Attendance, our school will focus on evidence-based strategies that focus on Attendance Initiatives. For example, creating a check in system with the counselor. Creating opportunities for student involvement and participation in afterschool enrichment activities. Provide additional, regularly scheduled social emotional learning support via the school counselor.

Attendance initiatives and interventions will assist with narrowing the attendance and learning gap amongst our students.

The Attendance Initiatives will be monitored on a bi-weekly basis to prevent a pattern of absences, and to discuss whether interventions resulted in a decreased number of absences, and better student attendance rates.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

By Sept 29, the leadership team will establish an Attendance Review Committee to review and analyze attendance data, establish roles and responsibilities for attendance initiatives, rewards and incentives to improve overall school attendance.

Person Responsible: Julian Gibbs (pr4491@dadeschools.net)

By When: Sept 29

By Sept 29 , the Attendance Review Committee (ARC) will review attendance data, schedule meetings with parents of students with 5 or more absences, and develop a plan of action to provide support.

Person Responsible: Julian Gibbs (pr4491@dadeschools.net)

By When: September 29

During our monthly faculty meeting, training will be provided by the gradebook manager and ARC members on how to monitor student attendance from the daily attendance bulletin, and how to document students with excessive absences (3 or more) on a SCM.

Person Responsible: Julian Gibbs (pr4491@dadeschools.net)

By When: September 29

#3. Instructional Practice specifically relating to Social Studies**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 Civics EOC proficiency data, 52% of our 7th grade students scored level 3 and above on this year's state assessment. The 2022 the data yielded that students in the 7th grade were at 57% proficiency on the Civics EOC, which was a 5% decrease on the Civics EOC exam this year.

Measurable Outcome:

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

If we successfully implement collaborative planning with fidelity, our 7th Grade Civics students will increase by 10 percentage points on the 2024 Civics EOC.

Monitoring:

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

The School Leadership Team (SLT) will conduct quarterly data chats with our 7th Grade Civics teacher. We will create a calendar to reflect weekly collaborative planning sessions with the Instructional Coach.

Person responsible for monitoring outcome:

Julian Gibbs (pr4491@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.)

Our school will focus on the evidence-based strategy of Collaborative planning. The Civics teacher will collaboratively plan weekly lessons that are aligned with 7th grade Civics standards, and align resources that yield data that will increase mastery of Civics content.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of the evidence-based strategy of collaborative/vertical planning will produce standards-based lessons that target Civics content mastery. Lessons will include a clear purpose/objective developed by the Civics instructor to include high levels of student engagement activities, open-ended questioning techniques, analysis of political cartoons, and content mastery of the 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 teacher will be provided access to standards-based resources to utilize during whole group instruction.

Person Responsible: Julian Gibbs (pr4491@dadeschools.net)

By When: September 29

The teacher will begin to analyze the Civics data to group and remediate based on students needs.

Person Responsible: Julian Gibbs (pr4491@dadeschools.net)

By When: September 29

The teacher will attend professional development provided by the district on improving instructional delivery.

Person Responsible: Julian Gibbs (pr4491@dadeschools.net)

By When: September 29

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

Based on the data from the 2022-2023 PM3 assessment, our school will focus on the implementation of differentiated instruction specifically targeting the subgroup of student with disabilities (SWD). The reason for this area of focus is there is a need to increase proficiency among students with disabilities as determined by the data on the PM3 assessment. The PM3 assessment data determined that only 28% of the subgroup for SWD students are proficiency, which is significantly below the 41% threshold determined by the state.

Measurable Outcome:

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

If we implement differentiated instruction with fidelity, SWD students will increase in proficiency by 5 percentage points as evidenced by the 2023 PM3 summative assessment.

Monitoring:

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

Administrators will conduct classroom walkthrough visits to ensure that differentiated instruction is being implemented with fidelity. Provide immediate corrective feedback to the teachers, and support from the instructional coach if needed.

Person responsible for monitoring outcome:

Julian Gibbs (pr4491@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.)

Our school will focus on the evidence-based strategy of differentiated instruction. This evidence-based strategy will assist in narrowing the achievement gap for students learning, and will assist teachers while targeting specific learning needs through standard-driven differentiated lessons.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated instruction will ensure that all SWD students will be provided various opportunities to learn. teachers will be immediate feedback after conducting administrative walkthroughs to make adjustments to their groupings.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be provided an electronic folder with the students IEP at glance to include a list of accommodations.

Person Responsible: Julian Gibbs (pr4491@dadeschools.net)

By When: September 29

The administrative team will conduct classroom walkthrough visits to identify classroom teachers in need of coaching support specifically related to differentiated instruction.

Person Responsible: Julian Gibbs (pr4491@dadeschools.net)

By When: September 29

During collaborative teachers will discuss data related to students with disabilities.

Person Responsible: Julian Gibbs (pr4491@dadeschools.net)

By When: September 29

The ESE chair will assist teachers with pulling resources for small group instruction.

Person Responsible: Julian Gibbs (pr4491@dadeschools.net)

By When: September 29

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).

Our school principal and the school-based leadership team in collaboration with district personnel will review all allocated funding sources, then we will discuss our teaching and learning needs as it relates to our students, and identify what teachers need to support overall academic achievement. Based on our needs assessment items, or the needs of our school items we identified that early intervention through MTSS/RTI, before and after-school tutoring, and Saturday school enrichment activities. In addition, make informed decisions as it relates to the number of instructors and interventionists needed to support and sustain our programs. We also take into consideration resources for academic related student incentives, as this is a real need for sustaining the academic success with the instructional challenges and goals that we set throughout the year. The School Leadership Team (SLT) collaborates with district personnel and our stakeholders, using data to review resources, and discuss the needs of our school to determine what funding is appropriate to implement programs to meet the needs of our most fragile students.

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

Based on the 2022-23 STAR data review, students in grades K-2 scored 17% in ELA overall.

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

Based on the data review from the 2022-23 school year, students in 3rd grade scored at 24% proficiency, 4th grade scored at 31% proficiency, and 5th grade scored at 46% proficiency on the PM3 assessment.

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 the new ELA B.E.S.T standards and align instruction in grades K-2 , then our students will increase proficiency by a minimum of 5 percentage points as evidenced by the 2024 PM3 state assessment. Students will demonstrate mastery of lesson objectives through their work samples, end products, formative and summative assessments. Teachers will deliver planned lessons to guide students through the demands of the identified standards and learning targets.

Grades 3-5 Measurable Outcomes

If we successfully implement the new ELA B.E.S.T standards and align instruction to the standards, then our students will increase proficiency by a minimum of 5 percentage points as evidenced by the 2024 state assessments. Students will demonstrate mastery of lesson objectives through work samples, end products, and formative and summative assessments , Teachers will deliver planned lessons to guide students through the demands of the identified standards and learning targets.

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 Leadership Team will conduct quarterly data chats, assist teachers with identifying job-embedded professional learning, conduct weekly walkthrough visits and provide explicit feedback, and participate in instructional rounds to ensure that quality instruction is taking place.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Gibbs, Julian, pr4491@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?

Our school will focus on the implementation of generative-reciprocal inference procedure.

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 generative-reciprocal inference procedure (GRIP) is an instructional procedure for teaching students how to make inferences in both reading and writing. It involves reading and writing short paragraphs that require making an inference. After the teacher models the inferencing procedure, students write and exchange paragraphs in pairs.

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 administrative team will conduct classroom walkthrough visits focusing on inference strategies.	Gibbs, Julian, pr4491@dadeschools.net
The leadership team will highlight teachers who use effective inference strategies.	Gibbs, Julian, pr4491@dadeschools.net
The instructional coach will model effective inference strategies.	Sawyer Hill, Miriam, sawyer-hillmiriam@dadeschools.net
The instructional coach will conduct a PD on effective inference strategies.	Sawyer Hill, Miriam, sawyer-hillmiriam@dadeschools.net
The teachers will utilize iReady and PM 1, 2 & 3 data to determine the effectiveness of the inference strategy.	Sawyer Hill, Miriam, sawyer-hillmiriam@dadeschools.net
The coach and the teachers will review bi-weekly data to determine the effectiveness of the inference strategy.	Sawyer Hill, Miriam, sawyer-hillmiriam@dadeschools.net
Teachers will share best practices relating to the inference strategy during common planning.	Gibbs, Julian, pr4491@dadeschools.net
The instructional coach will model and collaborate with teachers.	Sawyer Hill, Miriam, sawyer-hillmiriam@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.

In today's fast-paced world, communication between schools and parents has become more important than ever. With busy schedules and limited time, parents struggle to keep up with their child's academic progress and school activities. This is where parent portals come in handy. Parent portals are online platforms that allow parents to access information about their child's education, including grades, attendance records, and upcoming events.

One of the main benefits of parent portals is that they streamline communication between schools and parents. Instead of relying on traditional methods such as phone calls or emails, which can be time-consuming for both parties, parent portals offer a centralized location for all communication to take place. This means that parents can quickly access important information about their child's education without having to contact the school directly. Parental involvement is crucial for a child's academic success. However, it can be difficult for working parents or those with busy schedules to attend school events or meet with teachers during regular school hours. Parent portals allow for increased parental involvement by providing access to important information from anywhere at any time.

Additionally, many parent portals offer features such as messaging systems that allow parents to communicate directly with teachers without having to schedule an in-person meeting. Other ways that we communicate and disseminate and update on the SIP process through our traditional EESAC meetings that are held monthly throughout the school year. The SIP is in three languages and is available to all stakeholders. By using parent portals, schools can enhance transparency regarding a child's education. Instead of waiting until report cards are sent home or scheduled meetings with teachers, parents have access to real-time information about their child's academic progress. This allows for more open communication between schools and parents and can help identify any potential issues early on.

In conclusion, parent portals are a valuable tool for improving communication between schools and parents. By streamlining communication, providing improved access to information, increasing parental involvement, and enhancing transparency, parent portals can help ensure that students receive the support they need to succeed academically.

School website: www.henryesreeveselementary.com

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))

Positive school relationships are fundamental to success. When students have positive interactions with teachers, administrators, and other staff they have fewer behavioral problems. When students feel supported, they are most likely to engage in learning and have better academic outcomes.

Our school's mission supports the needs of our families and stakeholders as we provide monthly meetings to build trust and collaboration.

School website: www.henryesreeveselementary.comild trust and collaboration.

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's plan to strengthen the academic program in school to support the quality of learning with federal and district funding will allow us to provide an enriched and accelerated curriculum beyond the school day by the following methods::

* Using a portion of Title I funds to hire instructional coaches to guide and support teachers with effective implementation of curriculum; oversee scheduling and completion of assessments throughout the year

- * Hire interventions to provide additional support to teachers and the students
- * Begin Saturday Academy earlier in the school year to provide support sooner than later to give them the best chance for success
- * Provide extensive job-embedded professional learning opportunities for core area teachers
- * Begin hiring of teachers to support before and afterschool tutoring initiatives for our lowest L25,L35 cohort
- * TALENTS afterschool enrichment
- * Additional support for students in need
- *Purchase technology programs and supplemental materials to support student learning

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 local school district works in conjunction with other federal, state, and local agencies to provide supplemental resources and evidence-based programs to support student learning needs. Coordinating various federal funds will allow for us to make the most of services for students. These programs will allow us to collaborate with various programs while ensuring that school staff have the capacity and the resources to implement the plan and carry out school's goals. In addition, as we develop our plan this will create meaningful opportunities for stakeholder input and family engagement.

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 Leadership Team in conjunction with our student services personnel works collaboratively to ensure that all students at Henry E.S. Reeves K-8 Center receive academic and behavioral counseling services. In addition, the school in coordination with district personnel to refer our students and families in need of mental health services and refer families that need additional specialized services to outside community agencies.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

District personnel works in conjunction with school-based personnel to ensure the MTSS/RTi model is implemented to address problems and provide academic and behavioral supports required, as delineated on the students Individualized Education Plan. In addition, it is our belief that early intervention allows for the child to have a greater chance of being successful when interventions are in place at the beginning of the year. The School Leadership Team works collaboratively with district

personnel and the ESE specialist to ensure that services identified in the plan are in compliance with state statute.

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))

Henry E.S. Reeves K-8 Center in support of the State's professional learning model for teachers, paraprofessionals and other support personnel, outlines the expectations to support key components of quality school improvement. Professional learning is an academic system for teachers and other professionals to collaborate with one another to learn, develop and practice new methods of educating students. Professional learning supports teachers and school leaders to deepen their practice by focusing on sustained evidence-informed approaches. The goal of professional learning is to enhance instructional practice that will improve overall student achievement and retain effective teachers. During the school year we offer in-house and district PL for all teachers and support personnel. The PLST members to include the PL Liaison shares professional learning opportunities and other information with the staff on a monthly basis.

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 move from early learning programs to kindergarten is a major transition for children and families. We as educators have a valuable opportunity to help children and families to become ready and confident. The strategies the school employs to assist preschool children in the transition from early childhood programs to elementary include the following:

- * Help make connections between the parent and school
- * Have children practice kindergarten routines
- * Preschool teachers collaborate with the kindergarten teachers
- * Develop a buddy system
- * Encourage kindergarten support staff to visit future classrooms
- * Kindergarten Registration Drive
- * School events
- * Meet & Greet
- * School and classroom tours

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Social Studies	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$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