Redland Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Redland Elementary School

24501 SW 162ND AVE, Homestead, FL 33031

http://redlandelem.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 Redland Elementary School is to foster a holistic and dynamic learning environment that empowers every student to achieve academic excellence while nurturing their social and emotional growth. Through engaging activities, supportive relationships, and collaborative efforts, we are dedicated to preparing students for a future of limitless possibilities.

Provide the school's vision statement.

Our vision is to be a beacon of educational innovation, where students flourish academically and socially, becoming confident, compassionate, and resilient individuals. We aspire to create a community where diversity is celebrated, and each student's unique potential is recognized and nurtured.

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
Wisdom, Katori	Principal	The Principal at Redland Elementary School is responsible for the school's daily activities while ensuring a safe and academically progressive learning community for all students. The job duties and responsibilities of the Principal also include, but are not limited to developing and implementing the school's budget, serving as the instructional leader of the building, and monitoring schoolwide interventions while disaggregating data after respective assessments and conducting periodic Administration/Teacher data conversations. Additionally, the Principal conducts Leadership Team meetings and weekly custodial, cafeteria and security staff meetings to discuss updates, provide progress and reward exceptional work. Also, the Principal utilizes various forms of communication to efficiently and effectively communicate with all stakeholders.
Pate, Shaquanda	Math Coach	The Mathematics Coach at Redland Elementary School is responsible for attending monthly Leadership Team meetings to develop coaching support, conducting coaching cycles, and facilitating instructional planning sessions. Additionally, the Mathematics Coach will develop i-Ready assessment calendars and provide i-Ready testing updates to Administration (to include updates of percent tested), troubleshoot during testing and pull applicable reports after testing. Also, the Mathematics Coach will provide data analysis of Mathematics Topic Assessments, attend Mathematics ICADS, provide teachers with instructional resources, assist Administration with selecting extended learning resources and support school-wide Mathematics initiatives.
Roman, Samantha	Reading Coach	The Reading Coach at Redland Elementary School is responsible for attending monthly Leadership Team meetings to develop coaching support, conducting coaching cycles, and facilitating instructional planning sessions. Additionally, the Reading Coach will develop i-Ready assessment calendars and provide testing updates to Administration (to include updates of percent tested), troubleshoot during i-Ready Reading assessments and pull applicable reports after testing. Also, the Reading Coach will plan and prepare for the district writing assessments, provide data analysis of Reading bi-weekly assessments and will work alongside the Assistant Principal and Registrar to ensure Tier2/Tier3 students are placed in appropriate interventions, respectively. Furthermore, the Reading Coach will attend Reading ICADS, provide teachers with instructional resources, assist Administration with selecting extended learning resources and support school-wide literacy initiatives.
Ferrer, Ivelice	ELL Compliance Specialist	The ELL Compliance Specialist at Redland Elementary School is responsible for the appropriate placement of ESOL students, and ensuring all J Screen corrections are updated. Additionally, the ELL Compliance Specialist serves as an active member of the Literacy Leadership Team, administers CELLA online and OLPS-R assessments to respective students, reviews the Home Language Surveys, identifies student (s) to be tested and attends ELL district trainings.

Name	Position Title	Job Duties and Responsibilities
	Assistant Principal	The assistant principal at Redland Elementary School is responsible for supporting the principal with the school's daily activities while ensuring a safe and academically progressive learning community for all students. The job duties and responsibilities of the assistant principal also include, but are not limited to serving as one of the instructional leaders in the building, and monitoring schoolwide interventions while disaggregating data after respective assessments and conducting periodic Administration/Teacher data conversations. Additionally, the assistant principal conducts Leadership Team meetings and weekly custodial, cafeteria and security staff meetings to discuss updates, provide progress and reward exceptional work. Also, the assistant principal utilizes various forms of communication to efficiently and effectively communicate with all stakeholders.

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

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

The process for involving stakeholders will include communication via School Messenger, Schoology, and Social Media platforms. The School Leadership Team will review and consider responses from parent/student/teacher climate surveys when developing the School Improvement Plan. The SIP will also be shared with the ESSAC committee and RES faculty and staff.

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 SIP will be regularly monitored by reviewing the action steps with the Leadership Team on a quarterly basis. During faculty meetings, the SIP will be shared with staff. Once the SIP is shared with the staff, the Leadership Team will monitor implementation by conducting classroom observations/walk-throughs, teacher data chats, and progress monitoring of students assessments.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%

2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	146	160	150	205	175	146	0	0	0	982
One or more suspensions	0	0	0	3	0	1	0	0	0	4
Course failure in English Language Arts (ELA)	0	6	7	53	16	9	0	0	0	91
Course failure in Math	0	10	2	38	13	16	0	0	0	79
Level 1 on statewide ELA assessment	0	0	0	0	70	54	45	0	0	169
Level 1 on statewide Math assessment	0	0	0	0	53	33	49	0	0	135
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	32	56	68	110	85	75	0	0	426

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	13	5	73	38	45	0	0	0	174

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	1	7	0	33	0	1	0	0	0	42
Students retained two or more times	0	0	0	6	1	0	0	0	0	7

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	26	16	24	21	25	0	0	0	112
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	8	34	29	21	0	0	0	95
Course failure in Math	0	7	6	26	23	15	0	0	0	77
Level 1 on statewide ELA assessment	0	0	0	26	25	25	0	0	0	76
Level 1 on statewide Math assessment	0	0	0	19	28	36	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	16	65	43	53	0	0	0	180
	0	0	0	0	0	0	0	0	0	

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	3	8	32	30	40	0	0	0	113

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	4	26	2	0	0	0	0	36
Students retained two or more times	0	0	1	0	1	0	0	0	0	2

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	26	16	24	21	25	0	0	0	112
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	8	34	29	21	0	0	0	95
Course failure in Math	0	7	6	26	23	15	0	0	0	77
Level 1 on statewide ELA assessment	0	0	0	26	25	25	0	0	0	76
Level 1 on statewide Math assessment	0	0	0	19	28	36	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	16	65	43	53	0	0	0	180
	0	0	0	0	0	0	0	0	0	

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	3	8	32	30	40	0	0	0	113

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	4	26	2	0	0	0	0	36
Students retained two or more times	0	0	1	0	1	0	0	0	0	2

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*	50	60	53	49	62	56	47		
ELA Learning Gains				61			43		
ELA Lowest 25th Percentile				55			60		
Math Achievement*	56	66	59	51	58	50	40		
Math Learning Gains				63			29		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				51			33		
Science Achievement*	45	58	54	33	64	59	36		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	54	63	59	46			50		

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	248
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	8
Percent Tested	97

2021-22 ESSA Federal Index	
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	44			
ELL	44			
AMI				
ASN				
BLK	65			
HSP	48			
MUL				
PAC				
WHT	73			
FRL	47			

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	43			
ELL	49			
AMI				
ASN				
BLK	53			
HSP	51			
MUL				
PAC				
WHT				
FRL	50			

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	50			56			45					54
SWD	47			48			50				5	38
ELL	42			47			39				5	54
AMI												
ASN												
BLK	64			74							3	
HSP	47			54			44				5	54
MUL												
PAC												
WHT	77			69							2	
FRL	47			55			41				5	50

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	49	61	55	51	63	51	33					46
SWD	44	45	50	50	60	43	21					28
ELL	41	63	54	46	63	55	24					46
AMI												
ASN												
BLK	56	53		50	53							
HSP	47	62	57	50	64	52	32					46
MUL												
PAC												
WHT												
FRL	48	60	56	49	61	49	32					45

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	47	43	60	40	29	33	36					50
SWD	33	29	64	39	35	42	34					46
ELL	40	43	55	35	33	36	33					50
AMI												
ASN												
BLK	37			28								
HSP	46	43	61	40	29	32	36					50
MUL												
PAC												
WHT												
FRL	46	44	62	39	29	36	36					50

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

			ELA			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2023 - Spring	39%	56%	-17%	54%	-15%
04	2023 - Spring	41%	58%	-17%	58%	-17%
03	2023 - Spring	33%	52%	-19%	50%	-17%

			MATH			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	51%	63%	-12%	59%	-8%
04	2023 - Spring	59%	64%	-5%	61%	-2%
05	2023 - Spring	36%	58%	-22%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	50%	-16%	51%	-17%

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.

Contributing factors to last year's performance may be linked to our students not having a solid reading foundation that should have taken place during student's Kindergarten and 1st grade years in school. Our 3rd grade students were Kindergarten students during the pandemic and as a result of their instruction being interrupted and/or shifting to online learning, where traditionally it would have been face-to-face learning, there was a significant learning loss in reading. Additionally, this particular group of students had limited instructional engagement during their online learning experience. Our students missed vital phonics and phonological awareness causing a learning gap that is still being filled.

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

The data component that showed the greatest decline from the prior year is 3rd Grade Reading. The factors that may have contributed to this decline are the lack of DI implementation completed with fidelity. Another factor is the teacher-release component during instruction and creating those independent learners.

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

The data component with the greatest gap compared to the state average was 5th Grade Math. The factors that contributed to this gap was the lack of timely distribution of resources, the students lack comprehension when reading word-problems, and the novice teachers within the grade-level.

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

The data component that showed the most improvement was Science. New actions taken to show this improvement were the labs that were implemented giving those students real-life applications. In addition, our school had a Science Interventionist as well as support from our Science CSS. Administration also help Science data chats with teachers.

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

3rd and 4th Grade Reading

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

Our highest priority for school improvement in the upcoming school year will be the implementation of school-wide Differentiated Instruction. Evidence of this implementation will be through frequent administrative walkthroughs. DI data chats with administration and teachers and teachers and students that will evidence DI work samples including teacher and administration feedback. Another priority is ensuring that common planning schedule allows grade-levels to meet together to develop engaging activities that promote student learning and growth.

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 Differentiation

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 data points from FSA and FAST PM3 there has been a consistent decline in 3rd and 4th grade Reading proficiency over the last 3 years. Based on the data and the identified FSA and FAST PM3 (3rd grade Reading proficiency: 48% in 2021; 40% in 2022; and 33% in 2023, and 4th grade Reading proficiency: 39% in 2021; 54% in 2022 and 41% in 2023), we will implement Differentiation.

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

With Differentiation, 55% of our 3rd and 4th grade students will be demonstrate proficiency on the Reading FAST PM3.

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

The Area of Focus will be monitored through weekly targeted administrative walkthroughs to ensure that students are receiving instruction based on their individual needs, quarterly administrator/teacher data chats will be conducted to ensure that teachers are closely monitoring growth and appropriately addressing the needs of individual students, and bi-weekly teacher/student data chats will be conducted to ensure that students are making adequate grade level progress and adjustments made as needed.

Person responsible for monitoring outcome:

Samantha Roman (sroman11@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.)

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy is because there has been a consistent decline in 3rd and 4th grade Reading proficiency. Based on the data collected from FSA and FAST PM3 (3rd grade Reading proficiency: 48% in 2021; 40% in 2022; and 33% in 2023, and 4th grade Reading proficiency: 39% in 2021; 54% in 2022 and 41% in 2023). Through the implementation of differentiated instruction, we will target the student's individual learning deficiencies. As a result of implementing differentiation, at least 55% of our 3rd and 4th grade students will demonstrate 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 2 - Moderate 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 administrative team, Reading Coach, 3rd and 4th grade Reading teachers will utilize data from FAST PM1, 3rd grade Progress Monitoring Assessments, and i-Ready Reading AP1 to develop Differentiation Instructional groups. As a result, students will show progress on FAST PM2, iReady Reading AP2, and 3rd grade Progress Monitoring Assessments.

Person Responsible: Katori Wisdom (kwisdom@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Administrators and 3rd grade Reading teachers will utilize data from FAST PM1,3rd grade Progress Monitoring Assessments, and i-Ready Reading AP1 to develop Differentiation Instructional groups. As a result, students will show progress on FAST PM2, iReady Reading AP2, and 3rd grade Progress Monitoring Assessments.

Person Responsible: Katori Wisdom (kwisdom@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

After the administration of of the FAST PM1, iReady Reading AP1, and 3rd grade Progress Monitoring Assessments, administrators will pull data reports and conduct data chats chats with 3rd grade Reading teachers. As a result, teachers will identify students that demonstrate a need for additional Reading support and make necessary adjustments.

Person Responsible: Katori Wisdom (kwisdom@dadeschools.net)

By When: August 14, 2030 - September 29, 2023

Teachers will develop Differentiation Instructional Groups. As a result, the needs of students will be met.

Person Responsible: Katori Wisdom (kwisdom@dadeschools.net)

By When: August 14, 2023- September 29, 2023

#2. Instructional Practice specifically relating to Student Engagement

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 classroom walk-throughs and observations, the Leadership Team has determined that there is a lack of teacher-release during instruction. With the lack of teacher-release, teachers are not giving students the opportunity to actively engage in collaborative conversations, group-activities, and hands-on learning which all create independent learners.

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

During classroom walk-throughs and observations, the Leadership Team will be able to observe at least 50% (22 of 45 teachers) teachers providing opportunities for active student engagement during the instructional routine.

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

This Area of Focus will be monitored through consistent classroom walkthroughs, teacher-submitted pictures/videos of activities, etc.

Person responsible for monitoring outcome:

Katori Wisdom (kwisdom@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.)

Reciprocal Teaching is a process developed by Palincsar & Brown (1984) where the role of "educator" is slowly passed from teacher to student, as students lead peer discussions and practice using four critical reading strategies: Predicting, Clarifying, Question Generating, Summarizing. Reciprocal Teaching is also known as Peer Learning. Peer Learning is a technique, students develop strong oral language skills as they work together to improve their reading comprehension. The purpose of this technique is 1) To encourage students to think about what they are reading and their thought process. 2) To allow students to collaborate with each other to gain a better understanding of a text. 3) To teach students to be actively involved in monitoring their comprehension. 4) To teach students to ask questions during reading.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting Reciprocal Teaching/Peer Learning allows for a slow release of the role of the educator from teacher to student. This will encourage the goal of teacher-release.

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 2 - Moderate 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 administrative team, to include the Professional Development Liaison and the Instructional Coaches will plan for and develop a professional learning activity with a focus on reciprocal teaching. As a result, teachers will begin to release the learning to students and students will demonstrate a deeper understanding of the standard being taught.

Person Responsible: Katori Wisdom (kwisdom@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

The Reading Coach and teachers will plan for and prepare various learning activities for students during instructional planning sessions. As a result, students engage in meaningful learning activities that will promote learning and a better understanding of the text and Reading standards.

Person Responsible: Katori Wisdom (kwisdom@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

The administrative team will conduct targeted walkthroughs to look for evidence of reciprocal teaching activities. Teachers that have limited or no identifiable activities will be provided with additional coaching support via coaching cycles. As a result, teachers will understand the importance of guiding and eventually releasing students through various activities in a small group setting.

Person Responsible: Katori Wisdom (kwisdom@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#3. Positive Culture and Environment specifically relating to Other

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

Our 2023 School Climate Survey instructional staff members indicated that 80% of our staff feels that an area of concern is the lack of support from parents.

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

By the end of 2023-2024, our parental involvement will increase from the previous year by offering activities such as a New Student Orientation, Fall Festival, inviting parents to select academic challenges (Math Bowl and Spelling Bees), and hosting parent nights.

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

This Area of Focus will be monitored through the use of sign-in sheets for participating parents and optional parent surveys to receive feedback and document possible areas for improvement.

Person responsible for monitoring outcome:

Katori Wisdom (kwisdom@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.)

Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating genuine and collaborative relationships with families, (2) creating interactive sessions between staff and families, and (3) linking all interactions to learning to help build families' capacities in supporting their students' academic growth.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting family engagement, was based off the results from our 2022/2023 end of year School Climate Survey where respondents felt our school has limited or no parental support. According to responsiveclassroom.org, "parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to 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 Administrative team to include the Community Involvement Liaison and our PTA will brainstorm parental involvement activities that will provide our parents with opportunities to take an active role in their child's learning. As a result, our parental involvement will begin to increase.

Person Responsible: Katori Wisdom (kwisdom@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

The Administrative team to include the Community Involvement Liaison and our PTA will introduce the events to teachers to gather their support and opinion regarding the planned activities. As a result, our parental involvement will begin to increase.

Person Responsible: [no one identified]

By When: August 14, 2023 - September 29 2023

The Administrative team will survey parents/guardians after each planned activity to gather feedback and plan for subsequent activities. As a result, our parental involvement will begin to increase.

Person Responsible: Katori Wisdom (kwisdom@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#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.

Our 2023 School Climate Survey instructional staff members feedback indicated a 15 percent decrease in the response stating the school building is kept clean and in good condition.

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

By the end of 2023-2024, the percent of instructional staff members stating that the school building is kept clean and in good condition will increase by 30%.

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

This Area of Focus will be monitored by the completion of assigned specials projects and a survey where staff members can request custodial assistance.

Person responsible for monitoring outcome:

Katori Wisdom (kwisdom@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.)

Consistent Protocols to Maintain a Clean and Welcoming School Environment promote healthy and well maintained environments. Unsanitary conditions attract insects, vermin, irritants and allergens found in dust and dirt which can have a negative impact on student health and school performance. Consistent Protocols to Maintain a Clean and Welcoming School Environment requires a holistic approach. It requires school administrators and educators to join together to create a learning environment that takes into consideration the language, cultures, and family structures of their students

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting Consistent Protocols to Maintain a Clean and Welcoming School Environment is that when students are provided with a clean and safe learning environment, the outcome increases the likelihood of student success.

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 Administrative team will meet with the custodial staff to review the Custodial Handbook to include the Custodial Assessment and Professional System (CAPS), and each custodian's responsibilities for each assigned area (s). As a result, custodians will understand their daily responsibilities relating to keeping the building clean based on each individual cleaning assignment.

Person Responsible: Katori Wisdom (kwisdom@dadeschools.net)

By When: August 14, 2023 - Sepeetember 29, 2023

The Administrative team will meet with the custodial staff to review the Custodial Logs from assigned areas to ensure assigned areas are being consistently cleaned. As a result, custodians will understand their daily responsibilities relating to the cleanliness of the building based on each individual cleaning assignment and our building will be clean and safe for students and teachers.

Person Responsible: Katori Wisdom (kwisdom@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

The Administrative team will refer to the CAPS when conducting follow-up conversations with custodians. As a result, custodians will understand their daily responsibilities relating to keeping the building clean based on each individual cleaning assignment.

Person Responsible: Katori Wisdom (kwisdom@dadeschools.net)

By When: August 14, 2023 - Sepeetember 29, 2023

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

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

According to the 2023 FAST data, 57% of the Kindergarten students are proficient in ELA; 42% in 1st grade; and 45% in 2nd grade. We will focus on anchor charts to address this critical need.

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

According to the 2023 FAST data, 35% of the 3rd grade students are proficient in ELA; 47% in 4th grade; and 43% in 5th grade. We will focus on anchor charts to address this critical need.

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 Anchor Charts, an additional 10%, for a total of 71% of K-2nd grade students, will score at grade level or above in the area of ELA by 2024 State Assessment.

Grades 3-5 Measurable Outcomes

With the implementation of the Anchor Charts, an additional 10%, for a total of 52% of 3rd-5th grade students, will score at grade level or above in the area of ELA by 2024 State 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 Leadership Team will conduct quarterly data chats, administration will review bi-weekly lesson plans for
indication of the utilization of Anchor Charts. Data analysis of formative assessments of students
will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a biweekly
basis. This data will be analyzed during Leadership Team meetings to ensure students are referencing the Anchor Charts.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Wisdom, Katori, kwisdom@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?

Anchor Charts serve as artifacts of classroom learning. Like an anchor, they holds students' and teachers'
thoughts, in alignment to standards and skills, as well as ideas and processes in place. Anchor charts can
be displayed as reminders of prior learning and built upon over multiple lessons.

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?

We want to empower our students to take ownership of their learning and provide them with reminders of prior learning while building upon multiple lessons.

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
Literacy Leadership Team will provide PD for teachers on Anchor Charts thatis aligned to school goals based on data. As a result, teachers will understand the importance of Anchor Charts and develop anchor charts for students to reference during instruction.	Wisdom, Katori, kwisdom@dadeschools.net
Literacy Coach will support teachers with developing Anchor Charts based on data. As a result, teachers will have created student friendly and/or interactive Anchor Charts based on data.	Wisdom, Katori, kwisdom@dadeschools.net
Anchor charts will be revisited after applicable assessments. As a result, anchor charts will be built upon to assist students with weak standards.	Wisdom, Katori, kwisdom@dadeschools.net
Best practices regarding the effective use of Anchor Charts will be shared during faculty meetings. As a result, teachers will have an opportunity to engage in collegial conversations regarding Anchor Charts and share best practices on the effective implementation of Anchor Charts.	Wisdom, Katori, kwisdom@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.

Redland Elementary School will conduct various parent nights, send home flyers, utilize School Messenger and post on our school's website (https://.redlandelementary.net) to disseminate important information.

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))

To build positive relationships with parents, families and other community stakeholders through regular communication , parent-teacher conferences, involvement in school activities, volunteering opportunities, workshops, and community events. Theses efforts foster collaboration, transparency and a sense of partnership, ultimately contributing to a more supportive and engaged school community.

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 at Redland Elementary School, we implement strategies that enhance the district provided curriculum, personalized learning approaches, professional development for teachers, integrating technology effectively, provide tutoring and academic support and regularly assessing students progress. These efforts aim to improve teaching quality, stunt engagement and overall academic performance.

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))

To ensure specialized support services for counseling and school-based mental health, schools can take the following steps:

1. Qualified Staff: Employ trained and licensed counselors or mental health professionals who specialize in working with students. This ensures that students receive appropriate guidance and support.

2. Assessment and Identification: Regularly assess students' mental health needs through screenings and observations to identify those requiring specialized services.

3. Individualized Plans: Develop personalized support plans for students with specific mental health needs, outlining interventions, goals, and strategies.

4. Collaboration: Foster collaboration between teachers, counselors, parents, and outside mental health agencies to create a holistic support network.

5. Crisis Response: Establish clear protocols for handling mental health crises, including communication plans with parents and proper intervention strategies.

6. Training: Provide ongoing training for staff on recognizing signs of mental health issues, trauma-informed care, and effective communication with students.

7. Supportive Environment: Create a stigma-free and supportive school environment that encourages students to seek help without fear of judgment.

8. Parent Involvement: Involve parents in the process by communicating about available services, progress, and strategies to support their child's mental health.

9. Accessible Resources: Ensure students have access to appropriate resources, both within the school

and in the community, such as counseling sessions, support groups, and crisis hotlines.

10. Evaluation and Improvement: Continuously evaluate the effectiveness of the specialized support services and make necessary adjustments based on feedback and outcomes.

11. Data Collection: Collect and analyze data on student well-being, service utilization, and outcomes to guide decision-making and improvements.

By implementing these measures, schools can provide specialized mental health support that addresses the diverse needs of their students in a comprehensive and effective manner.

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).

A school-wide tiered model for preventing and addressing problem behavior typically involves a multi-tiered system of supports that cater to students with varying levels of behavioral needs. This approach is often referred to as Positive Behavioral Interventions and Supports (PBIS). Here's a simplified breakdown of the three tiers:

1. Tier 1 - Universal Supports:
- Prevention: Implement proactive strategies to create a positive and inclusive school environment. This involves teaching and reinforcing positive behavior expectations school-wide.
- Interventions: Offer universal interventions, such as rewards and recognition for positive behavior, classroom management techniques, and social-emotional learning programs.

2. Tier 2 - Targeted Supports:
- Identification: Identify students who require additional support beyond the universal level due to recurring mild problem behaviors.
- Interventions: Provide targeted interventions, which may involve small-group interventions, check-in/ check-out systems, mentoring, and social skills groups.

3. Tier 3 - Intensive Supports:
- Identification: Identify students with persistent and more severe problem behaviors that require individualized support.
- Interventions: Develop personalized behavior intervention plans (BIPs) that include strategies such as functional behavior assessments, counseling, individualized coaching, and collaboration with external specialists.

Key principles of this model include data-driven decision-making, continuous monitoring of student behavior and progress, collaboration among teachers, counselors, administrators, and parents, and a focus on promoting positive behavior rather than simply punishing negative behavior. By implementing this tiered approach, schools aim to create a safe and supportive environment while effectively addressing problem behaviors at various levels of intensity.

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))

To improve instruction and use data from academic assessments effectively, schools can offer various professional learning activities for teachers. Here are some approaches:

1. Data Analysis Workshops: Provide workshops that teach teachers how to interpret and analyze academic assessment data. This helps them identify trends, strengths, and areas for improvement in student performance.

2. Assessment Literacy Training: Offer training on different types of assessments, their purposes, and how to align assessments with learning objectives. This empowers teachers to create effective assessments that reflect instructional goals.

3. Collaborative Planning: Facilitate collaborative planning sessions where teachers can discuss assessment results, share strategies that worked, and brainstorm ideas to address challenges.

4. Differentiation Strategies: Train teachers in techniques for differentiating instruction based on assessment data, ensuring they can cater to the diverse needs of their students.

5. Technology Integration: Provide guidance on using educational technology tools to streamline assessment, track student progress, and gain insights from data.

6. Feedback and Coaching: Offer individualized coaching and feedback sessions to help teachers understand how to adjust instruction based on assessment data.

7. Peer Learning Communities: Encourage teachers to form small learning communities where they can share best practices, discuss assessment strategies, and learn from one another.

8. Data-Informed Instructional Design: Teach teachers to modify lesson plans and teaching strategies based on the insights they gain from analyzing assessment data.

9. Reflective Practice: Promote reflective practice by encouraging teachers to regularly analyze their own teaching methods and how they correlate with assessment outcomes.

10. Guest Speakers and Experts: Invite experts in data analysis and assessment to provide specialized training and insights.

11. Action Research Projects: Support teachers in conducting action research projects where they experiment with instructional strategies and assess their impact on student learning.

These professional learning activities help teachers develop a data-driven mindset and enhance their ability to translate assessment insights into effective instructional practices, ultimately leading to improved student outcomes.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Transitioning preschool children from early childhood education to local elementary programs involves careful planning and strategies to ensure a smooth shift. Here are some approaches that schools often employ:

1. Orientation Sessions: Conduct orientation sessions for both parents and preschoolers to introduce them to the elementary school environment, teachers, and routines.

2. Collaboration with Preschools: Foster communication and collaboration between preschool teachers and elementary school staff to share information about each child's developmental progress, strengths, and areas needing support.

3. Visits and Tours: Organize visits to the elementary school so that preschoolers can familiarize themselves with the new setting, classrooms, and play areas.

4. Meetings with Teachers: Arrange meetings between preschoolers and their future elementary teachers, creating a personal connection that eases the transition.

5. Buddy System: Assign older students as "buddies" to the incoming preschoolers, helping them navigate the new environment and build a sense of belonging.

6. Social Stories: Develop social stories or visual guides that illustrate what a typical day at the elementary school will look like, reducing anxiety.

7. Parent Workshops: Offer workshops for parents on how to support their child's transition, providing tips and strategies to ease the process at home.

8. Gradual Transition: Plan a gradual transition period where preschoolers spend short periods in the elementary school before full-time enrollment begins.

9. Communication Tools: Use communication tools like newsletters, websites, and apps to update parents on upcoming events, important dates, and resources for transition support.

10. Play-Based Learning: Incorporate play-based activities in the elementary curriculum, aligning with the preschoolers' learning style and easing the shift.

11. Consistency in Routine: Maintain consistent routines between preschool and elementary school whenever possible to provide a sense of continuity.

12. Individualized Support: Identify children who may need additional support during the transition and develop individualized plans to cater to their needs.

13. Parent-School Partnerships: Foster strong relationships between parents and the elementary school, encouraging ongoing communication and involvement.

14. Open House: Host open houses or welcome events where preschool families can explore the elementary school, meet teachers, and connect with other parents.

By implementing these strategies, schools can create a supportive and welcoming environment for preschool children as they transition to local elementary programs, setting them up for a successful start to their formal education journey.

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: Differentiation	$0.00
2	III.B.	Area of Focus: Instructional Practice: Student Engagement	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

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

No