Rockway Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Rockway Elementary School

2790 SW 93RD CT, Miami, FL 33165

http://rockwayelementary.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.

Rockway Elementary School, in unity with all stakeholders, empowers the students to become critical thinkers, productive citizens, and caring individuals. This mission will be accomplished by providing challenging educational experiences based on high academic standards in a nurturing environment.

Provide the school's vision statement.

Rockway Elementary School is a beacon of light that guides our students to be life-long learners and active participants in creating a better future.

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
Thompson, Shante	Principal	- Maintain effective communication with the school community stakeholders on a consistent basis to create a positive school culture. - Facilitate and support school operations, management of facilities, finances, human resources and analyze school data to make effective schoolwide decisions that impact teacher performance and student learning. - Conduct formal and informal evaluations of faculty and staff to monitor performance of all employees. - Recruit and retain instructional and non-instructional professionals/ personnel at the school site. - Coordinate school-wide activities for students, staff, and parents in collaboration with community partners. - Collaborate with colleagues at neighboring schools to establish community-wide incentives and activities.
Smythers, Laura	Assistant Principal	Assist principal with upholding the school's vision and mission, as well as the execution of tasks to ensure day to day operations run smoothly. - Support principal with data-based decision making and ensure systems, such as the implementation of the MTSS model and scheduling of students in intervention. - Assist principal with additional duties assigned, as appropriate, including budget, school operations and curriculum.
Sperling, Ximena	Reading Coach	The Reading Coach works collaboratively with the leadership team and all teachers to ensure that the Reading Program is being implemented with fidelity. The Reading Coach spearheads professional development initiatives and provide in-class assistance on an individual basis. The Reading Coach leads collaborative planning sessions to ensure that ELA lessons are standards-based and aligned to District Pacing Guides. In addition, the Reading Coach oversees intervention programs and assists with collecting and disaggregating progress monitoring data to ensure that intervention programs are effective.
Mitha-Ochoa, Sharika	Instructional Technology	Assist with the Response to Intervention process. -Consistently maintain communication with school stakeholders including staff, parents, and community members through curriculum bulletins, facilitating faculty meetings, and monthly meetings with community leaders and parents. - Coordinate and create schedules for state and district Computer-Based Testing. - Help staff and students analyze and interpret i-Ready data. - Support school-wide data-driven differentiated curriculum development and implementation through support of teacher data chats, participation in common planning sessions, progress monitoring meetings and execution of targeted tutorial services. - Active member of the Leadership Team, Professional Learning Support Team (PLST), and PTA Secretary.

Name	Position Title	Job Duties and Responsibilities
		- Maintain inventory of equipment and books. - Set up, manage and promote computer programs such as i-Ready, Renaissance Learning, and MyON. - Create, produce, and edit WROK Morning Announcements via PA System, YouTube or CCTV.
Grisales, Cristina	Teacher, K-12	- Active member of the SLT supporting overall school improvement to include participation in the school improvement process and creation of the annual school improvement plan. - Support SLT in designing professional development for Opening of Schools. - Support staff in use of technology resources. - Lead department meetings for Special Area faculty and support staff. - Communicate with departments utilizing various platforms to support virtual collaboration. - Support school STEAM initiatives by engaging team members in STEAM integration, planning, and establishing community partnerships. - Participate in monthly Leadership Team meetings. - Provide support to new and second-year teachers. - Establish high academic and behavioral expectations for students with emotional/behavioral needs in a self-contained setting. - Collaborate with support services personnel to improve student outcomes. - Provide ongoing feedback to improve systems for student engagement and learning.
Jimenez, Mabel	Math Coach	The Math Coach works collaborative with the leadership team and all teachers to ensure that the Math Program is being implemented with fidelity. The Coach spearheads professional development initiatives and provide in-class assistance on an individual basis. The Coach leads collaborative planning sessions to ensure that Math lessons are standards-based and aligned to District Pacing Guides. In addition, the Coach oversees intervention/ tutoring programs and assists with collecting and disaggregating progress monitoring data to ensure that intervention/ tutoring programs are effective.

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

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

The School Improvement Plan (SIP) development process involves several steps to engage stakeholders and incorporate their input effectively:

Identification: Identify key stakeholders, including school leadership, teachers, parents, students, and

community/business leaders through EESAC.

Engagement: Communicate the SIP development process to stakeholders through meetings, emails, and newsletters.

Input Gathering: Hold meetings, workshops, and surveys to collect insights on strengths, weaknesses, and goals from different stakeholder groups.

Data Analysis: Analyze the collected input to identify common themes and priorities across stakeholders.

Drafting: Create a draft SIP reflecting the collective input gathered.

Feedback: Share the draft with stakeholders for validation and feedback.

Refinement: Incorporate feedback to refine and finalize the SIP.

Communication: Communicate the final SIP to stakeholders, outlining goals and strategies.

Implementation: Execute the SIP while keeping stakeholders informed of progress.

Review: Periodically review the plan's effectiveness, involving stakeholders in assessments and adjustments as needed.

Through this collaborative process, the SIP becomes a well-rounded plan aligned with the needs and aspirations of the entire school community.

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))

Data Collection: Gather student performance data and identify gaps.

Progress Checks: Regularly assess SIP implementation and impact.

Stakeholder Involvement: Collaborate with teachers and administrators to evaluate progress.

Data Review: Analyze data to measure effectiveness and achievement gap reduction.

To ensure continuous improvement:

Identify Issues: Recognize gaps and challenges from data analysis.

Stakeholder Input: Gather insights from stakeholders on causes and solutions.

Strategic Adjustments: Revise SIP strategies to address challenges.

Incorporate Best Practices: Integrate proven methods for better outcomes.

Ongoing Monitoring: Continuously assess progress with data-driven insights.

This iterative process ensures the SIP's effectiveness in enhancing student achievement and closing achievement gaps.

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	99%
2022-23 Economically Disadvantaged (FRL) Rate	96%
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) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 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	5	2	4	1	5	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	5	10	5	3	0	0	0	23
Course failure in Math	0	0	1	9	1	2	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	2	16	11	0	0	0	29
Level 1 on statewide Math assessment	0	0	0	2	6	13	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	8	21	23	18	14	0	0	0	85
	0	0	0	0	0	0	0	0	0	

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	0	7	6	12	0	0	0	25

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

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	8	8	6	6	1	12	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	11	3	5	3	13	0	0	0	35
Course failure in Math	0	0	3	4	1	15	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	10	10	11	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	12	4	16	0	0	0	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	9	12	8	10	0	0	0	43

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	1	11	4	18	0	0	0	37

The number of students identified retained:

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

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	8	8	6	6	1	12	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	11	3	5	3	13	0	0	0	35
Course failure in Math	0	0	3	4	1	15	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	10	10	11	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	12	4	16	0	0	0	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	9	12	8	10	0	0	0	43

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	1	11	4	18	0	0	0	37

The number of students identified retained:

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

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*	72	60	53	68	62	56	60		
ELA Learning Gains				71			47		
ELA Lowest 25th Percentile				48			50		
Math Achievement*	80	66	59	70	58	50	55		
Math Learning Gains				71			52		
Math Lowest 25th Percentile				66			56		
Science Achievement*	86	58	54	51	64	59	64		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	68	63	59	51			58		

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	77
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL	74			
AMI				
ASN				
BLK				
HSP	77			
MUL				
PAC				
WHT				
FRL	80			

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	48			
ELL	60			
AMI				
ASN				
BLK				
HSP	62			
MUL				
PAC				
WHT				
FRL	63			

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	72			80			86					68
SWD	30			30							4	58
ELL	73			76			83				5	68
AMI												
ASN												
BLK												
HSP	73			80			85				5	70
MUL												
PAC												
WHT												
FRL	77			81			86				5	69

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	68	71	48	70	71	66	51					51
SWD	42	56	48	48	63	67	25					37
ELL	68	69	46	69	71	63	46					51
AMI												
ASN												
BLK												
HSP	67	71	50	69	71	66	49					51
MUL												
PAC												
WHT												
FRL	68	73	48	70	69	67	50					55

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	60	47	50	55	52	56	64					58
SWD	22	43	55	28	43		41					58
ELL	55	46	50	53	58	57	58					58
AMI												
ASN												
BLK												
HSP	59	48	50	54	52	56	64					58
MUL												
PAC												
WHT												
FRL	56	47	50	51	47	56	54					60

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	53%	56%	-3%	54%	-1%
04	2023 - Spring	66%	58%	8%	58%	8%
03	2023 - Spring	55%	52%	3%	50%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	73%	63%	10%	59%	14%
04	2023 - Spring	69%	64%	5%	61%	8%
05	2023 - Spring	66%	58%	8%	55%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	50%	13%	51%	12%

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.

In K-2, the data with the lowest performance via STAR Reading was both Kindergarten and 2nd grade, with 56% of students scoring below the 40th percentile in both grade levels. In 3rd – 5th grade, the lowest component was Reading with 57% proficient raw and within reading, 5th grade reading was the lowest with 53% proficient raw. The contributing factors range from the influx of NewComers arriving to those specific grade levels and the reading proficiency being lower for the past 4 years.

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

The data component with the greatest decline from the prior year, according to PowerBi, was 4th Grade Math decreasing by 18% from 88% proficient in 2022 to 70% proficient in 2023. This was the grade level of concern in the area of math and the factors that contributed to this decline range from planning with knowledge of learners in mind, ranging differentiated instruction and remediation.

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 greatest gap compared to the state was 5th grade reading, scoring -1% under the state average, where RES scored 53% and the state average is 54%. In every other component, our data components score above the state average ranging from +4% to +14% raw, including reading, math and science.

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

5th Grade Science showed the most improvement with a 13% increase in proficiency from last year at 50% proficient to this year 63% proficient according to PowerBi. The use of resources that were streamlined to the standards, small group pull-out sessions with targeted bubble and proficient students, Saturday Academy sessions to increase proficiency, and on-going data analysis to make shifts in instruction were actions taken that supported this increase this year.

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

A potential area of concern is: The number of students with a substantial reading deficiency.

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

1. Planning for and strategizing for students with a substantial reading deficiency.
2. Planning for and strategizing for Learning Gains in both Reading and Math
3. Strategic and Effective Differentiated Instruction
4. Maintaining proficiency in Reading, Math & Science

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 2022-2023 FAST PM3 Data, 72% of 3rd Grade students were proficient in ELA as compared to 4th grade and 5th grade which scored 77% and 74% respectively. Based on the data and the identified contributing factors of an influx on newcomers to the school and the transition of rigorous standards from 2nd to 3rd grade, students' readiness levels limits the ability to master grade level tasks; we will implement the Targeted Element of Instructional Support/Coaching.

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

With the implementation of the Instructional Coach Support to Teachers through Reading, 75% of the 3rd Grade students will maintain Proficiency in Third Grade ELA by the 2023-2024 FAST Assessment in May 2024.

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

The Reading Coach will develop a schedule of individualized support to include Coaching Cycles. Coaching cycles will focus on the identified goal and bring out the best performance of the teacher as evident in lesson plans, ongoing informal and formal data and administrative observations. Based on each grade level, student need and teacher need, the Reading Coach will support and formulate a plan of action to address those individual needs and concerns throughout the school year.

Person responsible for monitoring outcome:

Laura Smythers (287836@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.)

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

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

By utilizing the Instructional Support strategy it provides teachers the opportunity to collaborate with an individual with expertise and techniques to enhance crucial reading strategies as well as offer constructive feedback and guidance.

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 Instructional Coach will create a schedule to meet with the 3rd Grade Reading Teacher on a weekly basis for planning support. This will result in creating a weekly space for collaboration.

Person Responsible: Ximena Sperling (262222@dadeschools.net)

By When: August 25th, 2023

A Coaching Cycle will be created based on the teacher's area of need once data is collected, analyzed and discussed with the Reading Coach. This will result in the teacher being able to collaborate with the Reading Coach and debrief once support has been provided to increase instructional strategies.

Person Responsible: Ximena Sperling (262222@dadeschools.net)

By When: August 25 - September 15, 2023

The Instructional Coach will support the 3rd grade teacher after each Professional Learning Meeting to analyze data to identify patterns, areas of weakness to inform instructional decisions and identify specific areas of improvement. This will result in the teacher being able to target the needs of the 3rd grade students in reading.

Person Responsible: Ximena Sperling (262222@dadeschools.net)

By When: September 15th, 2023 - September 29, 2023

#2. Instructional Practice specifically relating to Math

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

According to the 2022-2023 FAST PM3 Data, 79% of 4th Grade students were proficient in Math as compared to 3rd grade and 5th grade which scored 84% and 86% respectively. Based on the data and the identified contributing factors of an influx on newcomers to the school and a delay in identifying possible bubble students to push towards proficiency, we will implement the Targeted Element of Instructional Support/Coaching.

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

With the implementation of the Instructional Coach support to teachers in the area of math, 80% of the 4th Grade students will maintain proficiency as evidenced by the 2023-2024 FAST Assessment in May 2024.

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

The Instructional Math Coach will develop a schedule of individualized support to include Coaching Cycles. Coaching cycles will focus on the identified goal and bring out the best performance of the teacher as evident in lesson plans, ongoing informal and formal data and administrative observations. Based on each grade level, student need and teacher need, the Reading Coach will support and formulate a plan of action to address those individual needs and concerns throughout the school year.

Person responsible for monitoring outcome:

Laura Smythers (287836@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.)

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve instruction.

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

By utilizing the Instructional Support strategy, it provides teachers the opportunity to collaborate with an individual with expertise and techniques to enhance crucial math strategies as well as offer constructive feedback and guidance.

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 Instructional Coach will create a schedule to meet with the 4th Grade Math teachers weekly. This will result in a consistent space for collaboration and planning.

Person Responsible: Mabel Jimenez (268632@dadeschools.net)

By When: August 25th, 2023

A Coaching Cycle will be created based on the teachers' area of need once data is collected, analyzed and discussed with the Math Coach. This will result in the teachers being able to collaborate with the Math Coach and debrief once support has been provided to increase instructional strategies.

Person Responsible: Mabel Jimenez (268632@dadeschools.net)

By When: August 25, 2023 - September 15, 2023

The Instructional Coach will support the 4th grade math teachers after each Professional Learning Meeting to analyze data to identify patterns, possible bubble students, areas of weakness to inform instructional decisions and identify specific areas of improvement. This will result in the teacher being able to target the needs of the 4th grade students in math.

Person Responsible: Mabel Jimenez (268632@dadeschools.net)

By When: September 15, 2023 - September 29, 2023

#3. Positive Culture and Environment specifically relating to Teacher Attendance

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

According to the 2022-2023 Early Warning Systems Report, there were 42% of teachers with 10 or more days absent when compared to the district with 36% with 10 or more days absent. Based on the data and the identified contributing factors of high teacher absences, loss of learning and inconsistent instruction, we will implement the targeted element of Celebrate Successes.

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

With the implementation of Celebrate Successes, the percentage of teachers with 10 or more absences will decrease by 20% by May 2024.

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

The Administrators will closely monitor teacher attendance and speak to teachers about the importance and positive impact of being present to school, as a collective unit, how they make a vital impact in the life of a student just by being present. The Administrative Team will positively reward and encourage staff members that have 100% attendance on a monthly basis and provide incentives for being present in the workplace. Monthly attendance checks will be made by the principal and we will conduct Attendance Chats with teachers that need extra support in this area.

Person responsible for monitoring outcome:

Shante Thompson (snthompson@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.)

Celebrate Successes will be used at the school through motivation, shared beliefs, team work, initiatives, attendance incentives for the encouragement that each teacher, when present, positively influences student outcomes and achievement.

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

Celebrate Successes is when staff accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

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 expectation of teacher attendance will be shared with Faculty at the Opening of Schools meeting and data will be shared with all faculty members. This will result in all the staff being aware of the data and where we stand compared to the District.

Person Responsible: Shante Thompson (snthompson@dadeschools.net)

By When: August 16, 2023

The Principal will have initial meetings with teachers that had 10 or more absences last year and review the data, encouraging and supporting the teacher for this school year and providing suggestions and support, as needed. This will result in positive communication and dialogue about the importance of teacher attendance.

Person Responsible: Shante Thompson (snthompson@dadeschools.net)

By When: August 31, 2023 - September 15, 2023

For the months of August and September, teachers with 100% attendance will be celebrated and rewarded at the September 26, 2023 Faculty Meeting. This will result in teachers feeling appreciated for attending school every day.

Person Responsible: Shante Thompson (snthompson@dadeschools.net)

By When: September 29, 2023

#4. Instructional Practice specifically relating to Science

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

According to PowerBi, the 5th Grade Statewide Science Assessment data, 63% of 5th grade students were proficient in Science as compared to the 2022 data of 50% proficient. Based on the data and the identified contributing factors of: high number of Level 1 and 2 ESOL students in 5th grade, new teacher to 5th grade science and student readiness levels limit abilities to master grade level tasks, we will implement the Targeted Element of Instructional Support/Coaching.

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

With the implementation of the Instructional Coach Support to Teachers through Science, 80% of the 5th Grade students will maintain Proficiency in Fifth Grade Science by the 2024 Science Statewide Assessment in May 2024.

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

The Instructional Coach will develop a schedule of support to include Coaching Cycles with the 5th Grade Science teacher. Coaching cycles will focus on the identified goal and bring out the best performance of the teacher as evident in lesson plans, ongoing informal and formal data and administrative observations. The support provided to the 5th Grade Science teacher will be individualized using the data for the 3 classes of science that she teaches and the varying needs of the students.

Person responsible for monitoring outcome:

Laura Smythers (287836@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.)

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

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

By utilizing the Data-Driven Decision Making Strategy, it provides teacher the opportunity to use data to target areas of need and provide reteach and enrichment as needed.

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.

Collect and analyze Science Baseline Assessment scores and performance data. This will result in an accurate and current knowledge of learners to plan effectively.

Person Responsible: Mabel Jimenez (268632@dadeschools.net)

By When: August 31, 2023

Evaluate data and instructional strategies with 5th grade Science teacher to ensure they are aligned to pacing guide. This will result in collaborative conversations to create best practices for learning.

Person Responsible: Laura Smythers (287836@dadeschools.net)

By When: September 1, 2023 - September 15, 2023

Create and define achievable goals for students to demonstrate growth on the MidYear Science Assessment. This will result in the creation of a framework that will facilitate student learning.

Person Responsible: Mabel Jimenez (268632@dadeschools.net)

By When: September 15, 2023 - September 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 2022-2023 STAR PM3 Data, 56% of Kindergarten students scored below the fortieth percentile in ELA as compared to First Grade at 57% and Second grade at 56% scoring below the fortieth percentile. Based on the data and the identified contributing factors of a new influx of newcomer students to the school and the transition of new STAR testing. Students' readiness levels limited their ability to master grade level tasks. We will implement the Instructional Practice of Standards-Based Collaborative Planning.

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

According to the 2022-2023 STAR PM3 Data, students in second grade, our current third grade students, scored at 56% below the fortieth percentile. Based on the data and the identified contributing factors of an influx of newcomer students to the school and the transition of new STAR testing, students' readiness levels limited their ability to master grade level tasks. We will implement the Instructional Practice of Standards-Based Collaborative Planning.

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 Multi-Tiered System (MTSS) and the MDCPS Decision Tree progress monitoring system through Reading, 51 percent of students in K-2nd Grade will score above the fortieth percentile by the 2023-2024 STAR Assessment in May 2024 compared to 56% (K), 57%(1st) and 56% (2nd) scoring below the fortieth percentile on the 2022-2023 STAR Assessment.

Grades 3-5 Measurable Outcomes

With the implementation of the Multi-Tiered System (MTSS) and the MDCPS Decision Tree progress monitoring system through Reading, 65 percent of students in 3rd Grade will score a Level 3 or above on the 2023-2024 FAST Assessment in May 2024.

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 Reading Coach will develop a schedule of support to include Coaching Cycles. Coaching cycles will focus on the identified goal and bring out the best performance of the teacher as evident in lesson plans, ongoing informal and formal data and administrative observations, as well as, the use of common planning time to plan effectively and strategically to meet the diverse needs of students in Kindergarten through grade 3.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Smythers, Laura, 287836@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?

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

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

- Do the evidence-based practices/programs address the identified need?

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

By utilizing the Instructional Support strategy it provides teachers the opportunity to collaborate with an individual with expertise and techniques to enhance crucial reading strategies as well as offer constructive feedback and guidance.

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
August 14 - September 29, 2023: The Instructional Coach will create a schedule to meet with Kindergarten through 3rd Grade Reading teachers on a weekly basis for planning support. This will result in creating a weekly space for collaboration and strategic planning.	Smythers, Laura, 287836@dadeschools.net
August 14 - September 29, 2023: A Coaching Cycle will be created based on the teacher's area of need once data is collected, analyzed and discussed with the Reading Coach. This will result in the teacher being able to collaborate with the Reading Coach and debrief once support has been provided to increase instructional strategies.	Smythers, Laura, 287836@dadeschools.net
August 14 - September 29, 2023: The Instructional Coach will support Kindergarten through 3rd grade teachers after each Professional Learning Meeting to analyze data to identify patterns, areas of weakness to inform instructional decisions and identify specific areas of improvement. This will result in the teacher being able to target the needs of Kindergarten through 3rd grade students in reading.	Smythers, Laura, 287836@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.

Disseminating the School Improvement Plan (SIP), UniSIG budget, and Schoolwide Program (SWP) to various stakeholders, such as students, families, school staff, leadership, local businesses, and organizations, requires a well-structured and comprehensive communication plan. Here's a protocol outlining how to effectively share and disseminate this information while ensuring it's accessible to all:
-School Website:Create a dedicated section on the school's website where all relevant documents and updates are posted.
-Parent-Teacher Meetings: Discuss the plan's details during parent-teacher conferences or meetings.
Parent Academy Monthly Meetings: Organize town hall-style meetings to engage with local businesses, organizations, and the wider community.
-Collaboration with Staff:
Engage teachers and staff in the dissemination process through Faculty and EESAC Meetings. They can provide valuable insights and help ensure that information reaches all students and families.
-Feedback Mechanism:
Encourage stakeholders to share their thoughts, concerns, and suggestions about the SIP and SWP during
EESAC and Parent Academy Meetings.

By implementing these strategies, we ensure that the SIP, UniSIG budget, and SWP are shared and disseminated in a way that is understandable and engaging for all stakeholders.

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))

Building positive relationships with parents, families, and community stakeholders is crucial for our school to fulfill its mission, support students' needs, and keep parents informed of their child's progress. Here's how the school plans to achieve this:

Open Communication Channels:
The school establishes clear and open lines of communication with parents and families. Regular updates will be provided through our website, calendars and social media platforms. The school's website will serve as a hub for information, hosting documents, event calendars, and important announcements.

Parent Engagement Programs:
The school organizes various parent engagement programs and workshops through Parent Academy. These could include seminars on topics like effective parenting, academic support at home, and understanding the curriculum. Workshops could also cover aspects like college and career readiness.

Parent-Teacher Conferences:
Regular parent-teacher conferences will be held to discuss students' progress, strengths, and areas for improvement. Teachers will share insights into students' academic performance and behavior, fostering a collaborative approach between teachers and parents.

Family Events:
The school hosts family events such as meet and greet, open houses, and school celebrations. These events will provide opportunities for parents, families, and students to interact with each other and with school staff in a relaxed and enjoyable setting.

Community Partnerships:
Collaborations with local businesses, organizations, and community leaders will be fostered. The school will engage in joint projects, volunteer activities, and partnerships that benefit both students and the wider community.

Volunteer Opportunities:
The school encourages parents and community members to volunteer in various capacities, such as mentoring, tutoring, or assisting in extracurricular activities. This involvement will help strengthen the bond between the school and the community.

Student Showcases:
Regular STEAM showcases of student achievements in academics will be organized. These events will not only celebrate students' accomplishments but also provide opportunities for parents and families to engage with their child's educational journey.

Two-Way Feedback:
The school will actively seek feedback from parents and families on school policies, programs, and activities. Feedback will be collected through surveys, focus groups, and town hall meetings, and the school will take actionable steps based on the input received.

Cultural Sensitivity:
Recognizing the diverse backgrounds of students and families, the school will emphasize cultural sensitivity and inclusivity. Efforts will be made to celebrate different cultures and create an environment where all feel respected and valued.

Home-School Partnerships:
The school will promote the concept of a home-school partnership, where parents and teachers collaborate to support students' holistic development. Parents will be viewed as essential partners in their child's education journey.

By implementing these strategies, the school aims to foster strong relationships with parents, families, and community stakeholders, creating a supportive and enriching environment for students while ensuring parents are well-informed about their child's progress and educational experience.

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 program in our school and enhance the quality of learning time, we have developed a comprehensive plan that addresses various areas of focus outlined in our School Improvement Plan (SIP). Our goal is to provide students with an enriched and accelerated curriculum that fosters intellectual growth and excellence. Here are the key strategies and initiatives we plan to implement:

- Differentiated Instruction: Our teachers will receive training in differentiated instruction techniques to cater to the diverse learning needs of our students, allowing for both enrichment and remediation as necessary.
students to access educational resources beyond the traditional school hours, facilitating continuous learning.

Enrichment Activities:
- Enrichment Courses: We will introduce a range of enrichment courses in areas such as STEAM and the Arts to foster students' interests and talents outside the core curriculum.

- Guest Speakers and Field Trips: Bringing in guest speakers and organizing educational field trips to provide real-world experiences that complement classroom learning.

Technology1:1 Device Initiative: Providing students with personal devices and leveraging technology to facilitate individualized learning, access to digital resources, and blended learning opportunities.

Teacher Professional Development:
- Ongoing Training: Continuous professional development for teachers to stay current with best practices, innovative teaching methods, and the latest educational technologies.

- Collaborative Learning Communities: Encouraging teachers to collaborate in professional learning communities to share effective strategies and resources.

Parent and Community Involvement:
- Parent Workshops: Organizing Parent Academy Workshops and informational sessions to involve parents in their child's education and provide them with tools to support learning at home.

- Community Partnerships: Collaborating with local organizations and experts to offer students

opportunities for hands-on learning experiences.

Assessment and Data Analysis:
- Regular Assessment: Implementing regular formative and summative assessments to monitor student progress and identify areas for improvement.

- Data Analysis: Analyzing assessment data to make data-driven decisions and tailor instruction to individual student needs.

By focusing on these strategies and initiatives, our school aims to strengthen the academic program, and provide an enriched and curriculum that empowers our students to excel academically and prepare for their future endeavors. This plan reflects our commitment to continuous improvement and ensuring that every student reaches their full potential.

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))

N/A

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).

N/A

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))

N/A

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))

N/A

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: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	$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