Shenandoah Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Shenandoah Elementary School

1023 SW 21ST AVE, Miami, FL 33135

http://ses.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.

Shenandoah Elementary strives to build a community of literate readers. Develop lifelong effective writers. Produce real world problem solvers. Encourage learners in scientific inquiry. Expand students' knowledge base of history, culture, geography and government. Incorporate the fine arts to promote cultural appreciation. Utilize technology to facilitate knowledge acquisition. Implement authentic assessments to establish comprehensive and continuous evaluation of students' performance and appropriate instructional strategies.

Provide the school's vision statement.

Shenandoah Elementary School strives to build committed relationships in which all stakeholders collaborate to provide students with the opportunity to achieve academic success in preparation for their role as responsible, respectful, literate, and productive members of society who will appreciate their past, embrace their present, and enrich their 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
Rivero, Maria	Principal	The Principal is an instructional leader and provides a common vision and mission for the use of data-based decision making and ensures the school-based team is implementing MTSS/RtI standardized processes. The Principal monitors the implementation of all programs running in the school. The Principal also works to engage with all community stakeholders by establishing professional ties in the community.
Jones, Taranetha	Instructional Coach	The Instructional Coach for Mathematics serves as part of the MTSS/Rti Team and provided data pertaining the academic development of students. The Instructional Coach for Math meets with each grade level Math teacher on a weekly basis for lesson planning and data review. The Instructional Coach for Math share the information from District sponsored professional development to the faculty.
Saldana, Jareth	Instructional Coach	The Instructional Coach for Reading serves as part of the MTSS/RTI Team and provides data pertaining the academic development of students. The Instructional Coach for Reading meets with each grade level Reading teacher on a weekly basis for lesson planning and data review. The Instructional Coach for Reading shares the information from District-sponsored professional development with faculty.
Valenzuela, Guillermo	Teacher, ESE	The ESE Chairperson assure the quality of curriculum offered by mentoring teachers working with ESE students use best practices. The ESE Chairperson assists in adjusting and aligning curriculum for remediation/ enrichment based on MTSS/RtI decisions. .
Chan, Laura	Teacher, K-12	The Grade Level Chairperson assure the quality of curriculum offered by mentoring teachers in the Grade Level using best practices. The Grade Level Chairperson assists in adjusting and aligning curriculum for remediation/ enrichment based on MTSS/RtI decisions. They set the agendas and facilitate the grade level weekly meetings.
Pinero, Ana	Teacher, K-12	The Grade Level Chairperson assure the quality of curriculum offered by mentoring teachers in the Grade Level using best practices. The Grade Level Chairperson assists in adjusting and aligning curriculum for remediation/ enrichment based on MTSS/RtI decisions. They set the agendas and facilitate the grade level weekly meetings.
Flores, Marcela	Teacher, K-12	The Grade Level Chairperson assures the quality of curriculum offered by mentoring teachers in the Grade Level using best practices. The Grade Level Chairperson assists in adjusting and aligning curriculum for remediation/ enrichment based on MTSS/RtI decisions. They set the agendas and facilitate the grade level weekly meetings.

Name	Position Title	Job Duties and Responsibilities
Spencer Grant, Khalelah	Teacher, K-12	The Special Area Leader assure the quality of curriculum offered by mentoring teachers using best practices. The Special Area Leader assists in adjusting and aligning curriculum for remediation/ enrichment based on MTSS/RtI decisions. They set the agendas and facilitate the grade level weekly meetings.
Diaz, Dory	Assistant Principal	The Assistant Principal coordinates implementation of the team's decisions and monitors fidelity of academic programs. The Assistant Principal monitors and aligns the MTSS/RtI processes within daily school site operations. The Assistant Principal works on building relationships within the community to engage stakeholders, establishing collaboration to positvely impact student learning and school culture.

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 in our School Improvement Plan (SIP) development is to begin with the school's leadership team reviewing 2022-2023 school year data to identify our areas of strengths and areas of opportunity for growth. The SIP will be shared and reviewed during the opening of schools meeting in addition to ongoing review of the SIP with faculty, staff, and ESSAC members for their input and final development of our 2023-2024 SIP.

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))

In order to regularly monitor the effective implementation and impact on increasing student learning to meet state academic standards as outlined in the 2023-2024 SIP, the school leadership team will engage in regular classroom walkthroughs, monitoring of student progress, and review of common planning minutes. The team will share school data and feedback with facutly, staff, families, and community members through our monthly ESSAC meetings. This will allow for their input and adjustments of action plans as needed.

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

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	24	18	21	16	22	0	0	0	103
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	7	34	19	11	0	0	0	71
Course failure in Math	0	2	20	32	9	12	0	0	0	75
Level 1 on statewide ELA assessment	0	0	0	15	44	54	0	0	0	113
Level 1 on statewide Math assessment	0	0	0	12	25	37	0	0	0	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	39	61	71	57	59	0	0	0	289
	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	2	2	5	32	31	40	0	0	0	112

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	3	5	1	15	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	14	17	14	3	0	0	0	51
Course failure in Math	0	2	12	16	15	12	0	0	0	57
Level 1 on statewide ELA assessment	0	0	0	27	26	34	0	0	0	87
Level 1 on statewide Math assessment	0	0	0	20	28	25	0	0	0	73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	24	51	42	46	0	0	0	168
	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	4	12	30	24	21	0	0	0	91

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	9	11	20	4	1	0	0	0	45
Students retained two or more times	0	0	0	1	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	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	14	17	14	3	0	0	0	51
Course failure in Math	0	2	12	16	15	12	0	0	0	57
Level 1 on statewide ELA assessment	0	0	0	27	26	34	0	0	0	87
Level 1 on statewide Math assessment	0	0	0	20	28	25	0	0	0	73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	24	51	42	46	0	0	0	168
	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	4	12	30	24	21	0	0	0	91

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	9	11	20	4	1	0	0	0	45
Students retained two or more times	0	0	0	1	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*	45	60	53	52	62	56	47		
ELA Learning Gains				68			45		
ELA Lowest 25th Percentile				61			48		
Math Achievement*	56	66	59	60	58	50	45		
Math Learning Gains				64			38		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				59			44		
Science Achievement*	62	58	54	58	64	59	33		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	73	63	59	65			61		

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	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	283
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	8
Percent Tested	100

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	35	Yes	1	
ELL	51			
AMI				
ASN				
BLK				
HSP	56			
MUL				
PAC				
WHT				
FRL	55			

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	65			
ELL	60			
AMI				
ASN				
BLK				
HSP	61			
MUL				
PAC				
WHT				
FRL	61			

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	45			56			62					73
SWD	22			28			38				5	68
ELL	39			53			52				5	73
AMI												
ASN												
BLK												
HSP	44			56			61				5	73
MUL												
PAC												
WHT												
FRL	43			53			61				5	76

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	52	68	61	60	64	59	58					65
SWD	55	84	91	53	62	55	61					60
ELL	49	67	64	59	65	54	58					65
AMI												
ASN												
BLK												
HSP	52	67	61	60	64	58	59					65
MUL												
PAC												
WHT												
FRL	51	66	62	59	64	58	58					66

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	45	48	45	38	44	33					61
SWD	17	35	42	23	35	40	18					33
ELL	44	46	52	47	47	55	30					61
AMI												
ASN												
BLK												
HSP	47	44	50	45	40	45	32					61
MUL												
PAC												
WHT												
FRL	46	44	48	45	38	44	33					61

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	35%	56%	-21%	54%	-19%
04	2023 - Spring	33%	58%	-25%	58%	-25%
03	2023 - Spring	35%	52%	-17%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	51%	63%	-12%	59%	-8%
04	2023 - Spring	53%	64%	-11%	61%	-8%
05	2023 - Spring	41%	58%	-17%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	50%	-6%	51%	-7%

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.

Shenandoah Elementary, a Title I school, has experienced a decline in student performance as measured by statewide standardized assessment. Based on the 2023 FAST ELA Assessment, only 34 percent of students in Grade 3 through Grade 5 meet grade level expectations in Reading. Spring 2023 ELA assessment results reflect a downward trend as compared to ELA statewide standardized assessment results for the past three years. Since 2019, student performance in ELA has decreased by 23 percentage points when compared to 2023 FAST ELA assessment results. An array of factors may have contributed to this decline, such as the adoption of new state academic standards and alignment to curriculum, the continued effect of learning loss due to school closures, as well as the limited English proficiency of our school community as 58 percent of students at Shenandoah are English Language Learners (ELLs).

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

Student academic performance as measured by statewide standardized assessment has reflected a downward trend across assessed academic areas. Student performance on the 2023 FAST ELA Assessment reflected the greatest decline from 47 percent to 34 percent as compared to the 2022 FSA ELA assessment, a 13-percentage point decrease. The factors which may have contributed this decline are the adoption of new state standards in ELA and curriculum alignment, as well as teachers' professional learning on newly adopted standards. Furthermore, an increase in international migration from underdeveloped countries resulted in an increase in ELL student enrollment posing a challenge to student grouping and instructional delivery to meet the needs of an evolving student population.

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.

Grade 4 FAST ELA proficiency for Shenandoah Elementary was 33 percent reflecting the greatest gap as compared to the Grade 4 FAST ELA Assessment state average of 57 percent, a difference of 24 percentage points. Contributing factors to the difference may include the adoption of new state standards in ELA and curriculum alignment, teacher training on newly adopted standards, as well as the negative impact of school closures as a result of the global pandemic during students' foundational schooling years. Furthermore, an increase in international migration from underdeveloped countries resulted in an increase in ELL student enrollment posing a challenge to student grouping and instructional delivery.

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

Student performance data on the 2023 Grade 5 Science assessment showed the most improvement when analyzing "clean" data results reflecting 58 percent proficiency as compared to 51 percent proficiency on the 2022 Grade 5 NGSSS Science Assessment, a 7-percentage point increase. The reflected improvement was the result of instructional support from the school's Mathematics Coach who supported weekly Math intervention for Grade 3 through Grade 5 students in the lowest quartile. Additionally, school administrators provided instructional leadership engaging teachers in ongoing data analysis through data chats disaggregating Mathematics Topic Assessment data and Science data to develop targeted lesson plans to remediate weak benchmarks during our school's Saturday Academy offering. Furthermore, Science schedules and teacher assignments were maximized to implement a "wheel" instructional model in Grade 5 Science classrooms with the addition of Hands-On lab implementation.

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

2023-2024 Early Warning Systems (EWS) data reflect that 113 students in Grade 3 through Grade 5 performed at a Level 1 on state standardized assessment in ELA, an increase of 26 students as compared to 2022-2023 EWS data. This decreased academic performance is an area of concern which will be targeted for improvement through actionable steps to support ELA instruction and Reading Intervention programming schoolwide. Additionally, EWS data indicate that 103 students were absent over 18 days contributing to loss of learning reflected on academic performance measures.

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

In planning for school improvement for the 2023-2024 academic year, student academic performance is ranked highest as a priority. Specifically, student learning in ELA will be an area of focus to improve student outcomes as measured by the 2024 FAST PM3 ELA Assessment. School improvement planning will include actionable steps to impact the trend of decline in ELA achievement. Similarly, student academic performance in Mathematics is also a priority as assessment results indicated a decline of 7 percentage points when comparing 2022 and 2023 statewide Mathematics standardized assessment results in Grade 3 through Grade 5. Lastly, priority will also be given developing a positive school culture by engaging instructional leaders' support of instructional planning and delivery to ensure students receive standards-aligned instruction and academic support.

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

#1. Instructional Practice specifically relating to ELA

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

According to the 2023 FAST Proficiency our 3rd - 5th grade ELA proficiency is 34%. Other Tier I schools within our District were at 63% proficiency, that is a 29% difference. Based on this data, our targeted element will be 3rd-5th grade performance in ELA.

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

As a result of implementing Differentiated Instruction in Reading, students will increase learning in Reading to reflect an increase to 50 percent proficiency on the 2024 FAST PM3 ELA Assessment.

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

The Principal, Assistant Principal, and Reading Coach will conduct quarterly data chats, and adjust DI groups based on current data on the F.A.S.T. PM 1, Bi-weekly Assessments, and iReady Diagnostics.

Person responsible for monitoring outcome:

Maria Rivero (pr5001@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.

In meeting the needs of diverse student populations, teachers at Shenandoah Elementary will implement Differentiated Instruction (DI) utilizing district-adopted ELL resources to drive student learning in the elementary Reading classroom. Fifty-eight percent of the student population at Shenandoah Elementary are English Language Learners who require differentiation to increase English language acquisition.

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.

Students will be scheduled into their appropriate ELA intervention groups for Differentiated Instruction (DI). As a result of scheduling, students will receive additional support through the implementation of DI

Person Responsible: Jareth Saldana (jmsaldana@dadeschools.net)

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

Extended learning opportunities will be made available to targeted groups (i.e.: lowest 25 %). As a result of extended learning opportunities, students will increase learning of grade level ELA standards.

Person Responsible: Dory Diaz (dorydiaz@dadeschools.net)

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

Teachers will use data-driven instruction to incorporate D.I. in their daily instruction. As a result of implementing data-driven instruction during DI, students will increase learning of grade level ELA standards.

Person Responsible: Maria Rivero (pr5001@dadeschools.net)

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

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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 2023 FAST PM3 ELA Assessment results, Grade 3 ELA proficiency is 35 percent. This metric is 15 percentage points below the state average of 50 percent. Based on this data, the school will implement the targeted element(s) of Instructional Coaching to positively impact student learning.

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

Asa result of utilizing Instructional Coaching to support instruction in the elementary Reading classroom, student assessment results will indicate an increase of 10 percentage points to improve Grade 3 ELA proficiency to 45 percent as measured by the 2024 FAST PM3 ELA Assessment.

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

The Principal, and Assistant Principal will conduct walkthroughs to identify teachers who would benefit from instructional coaching. The Reading Coach will conduct coaching cycles with the identified teachers to provide the needed support.

Person responsible for monitoring outcome:

Jareth Saldana (jmsaldana@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 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.

With the adoption of new state ELA standards, Grade 3 teachers at Shenandoah Elementary need additional support to implement effective standards-aligned instructional planning. Furthermore, Instructional Coaching will support the implementation of ELL best practices and ensure teachers are accessing and utilizing district-created ELL resources to deliver culturally-responsive lesson to drive student learning in Reading.

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.

Administrators will conduct walkthroughs in Grade 3 ELA classrooms to identify ELA teachers who may benefit from Instructional Coaching support. As a result, teachers will improve instructional planning of standards-aligned instruction.

Person Responsible: Maria Rivero (pr5001@dadeschools.net)

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

The Reading Coach will conduct at least one coaching cycle with Grade 3 ELA teachers. As a result, Grade 3 teachers will improve their engagement strategies to meet the needs of ELLs.

Person Responsible: Jareth Saldana (jmsaldana@dadeschools.net)

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

Common planning for Grade 3 ELA teachers will be scheduled to facilitate the Reading Coach's participation in collaborative planning sessions. As a result, Grade 3 teachers will gain an deeper understanding of Florida B.E.S.T. ELA standards to effectively plan for instruction.

Person Responsible: Dory Diaz (dorydiaz@dadeschools.net)

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

#3. 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 2023 FAST PM3 Mathematics Assessment results, Grade 5 Mathematics proficiency is 41 percent. This metric is 14 percentage points below the state average of 55 percent. Based on this data, the school will implement the targeted element of Formative Assessment Process to positively impact student learning.

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

As a result of utilizing the Formative Assessment Process to engage teachers in data-driven instruction, student assessment results will indicate an increase of 10 percentage points to improve Grade 5 Math proficiency to 51 percent as measured by the 2024 FAST PM3 Mathematics Assessment.

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

The Principal, Assistant Principal, and Math Coach will conduct quarterly data chats, and adjust intervention groups based on current data on the Topic Assessments, and iReady Diagnostics.

Person responsible for monitoring outcome:

Maria Rivero (pr5001@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.)

Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self- assessment, reflection, and attainment of curricular learning targets/goals (Smarter Balanced Assessment Consortium, 2013). Formative assessment process builds students' metacognition, increases students' motivation, resulting in self-regulated, lifelong learners. Some common classroom formative assessments include: summaries, quick-writes, reflections, checklists, charts, graphic organizers, visual representations, and short quizzes, aligned to content standards.

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

The use of formative assessments will adjust ongoing teaching and learning strategies to improve students' learning goals. They provide actionable feedback for teachers to adjust their teaching practice.

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.

All Math teachers will follow the Topic Assessment schedule as stated in the Pacing Guide. As a result, student and class data will be available to adjust instruction as needed.

Person Responsible: Dory Diaz (dorydiaz@dadeschools.net)

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

Students will be placed in appropriate intervention groups based on the results of FAST PM 3/iReady Diagnostics. As a result, students will receive targeted data-driven instruction to improve student learning.

Person Responsible: Taranetha Jones (taranethajones@dadeschools.net)

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

A common planning schedule will be developed that will facilitate Math teachers to meet with Math Coach and other Math teachers within their grade level. As a result, Grade 5 Math teachers will gain an deeper understanding of Florida B.E.S.T. Mathematics standards to effectively plan for instruction.

Person Responsible: Taranetha Jones (taranethajones@dadeschools.net)

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

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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

According to the 2023 School Climate survey administered to staff, 68% of staff thought that staff morale was high, an improvement from last school year's 52%. Nonetheless we had four teachers that relocated to other schools within our district.

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

With the implementation of empowering teachers and staff, there will be a 7% increase (75% total) in teachers who state that staff morale is high at our school, based on the 2024 School Climate survey.

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

Monthly leadership meetings will be held with grade level chairs, instructional coaches, and department chairpersons where the staff morale will be discussed, and feedback will be reviewed by the Principal and Assistant Principal regarding the effectiveness of the action steps.

Person responsible for monitoring outcome:

Maria Rivero (pr5001@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.)

Empower Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

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

Teacher retention and recruitment has become a challenge for all schools, not only in our district, but nationwide. School administrators need to find ways in which to empower teachers in their schools, so they know their opinions are valued and also as a way to give teachers a sense of their autonomy.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

The leadership team will implement team building activities during the monthly faculty meetings. As a result, an improvement in school culture will be evident.

Person Responsible: Maria Rivero (pr5001@dadeschools.net)

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

The Principal and Assistant Principal will identify a cohort of veteran teachers to serve as mentors for new teachers. The mentorship program will provide added support for teachers. As a result, new teachers will receive onboarding support to improve teacher retention.

Person Responsible: Dory Diaz (dorydiaz@dadeschools.net)

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

The Principal and Assistant Principal will establish a common practice of walkthroughs, visibility during the transition of students' arrival and departure, student lunch times, and maintain an open-door policy to increase visibility and accessibility. As a result, a positive school culture will be evident.

Person Responsible: Maria Rivero (pr5001@dadeschools.net)

By When: August 14, 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).

Our school is not identified as ATSI, TSI or CSI.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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

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

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

Based on historical and diagnostic student data, students in Grades K-2 are deficient in foundational reading skills to include phonemic awareness, phonics, fluency and vocabulary, negatively impacting their ability to comprehend written language. In an effort to remediate foundational reading skills, the targeted element of small group instruction will be implemented to deliver a structured literacy approach using intervention resources for Tier 2 and Tier 3 Reading Intervention.

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

Based on 2023 ELA FAST assessment, ELA proficiency for students in Grades 3-5 is 52 percent. Additionally, historical and diagnostic data reflect students are deficient in foundational reading skills to include phonics, fluency and vocabulary, negatively impacting their ability to comprehend written language. In an effort to remediate foundational reading skills, the targeted element of small group instruction will be implemented to deliver a structured literacy approach using intervention resources for Tier 2 and Tier 3 Reading Intervention.

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

2022-2023 i-Ready Reading Diagnostic stretch growth data for Grades K-2 reflected an average of 6 percent of students which had a baseline placement of "early on" or "below grade level," having met the annual stretch goal. In implementing the targeted element of small group instruction to deliver Tier 2 and Tier 3 Reading intervention instruction, the spring 2024 i-Ready Reading Diagnostic growth data will reflect an increase of 9 percentage points for a minimum of 15 percent of students in Grades K-2 to have met their annual stretch goal.

Grades 3-5 Measurable Outcomes

2022-2023 i-Ready Reading Diagnostic stretch growth data for Grades 3-5 reflected an average of 25 percent of students which had a baseline placement of "early on" or "below grade level," having met the annual stretch goal. In implementing the targeted element of small group instruction to deliver Tier 2 and Tier 3 Reading intervention instruction, the spring 2024 i-Ready Reading Diagnostic growth data will reflect an increase of 5 percentage points for a minimum of 30 percent of students in Grades 3-5 to have met their annual stretch goal.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The effectiveness of small group instruction to deliver targeted Reading intervention to Tier 2 and Tier 3 students will be monitored by the school's Literacy Coach alongside the administrative team by conducting regular walkthroughs, as well as monitoring student intervention data to provide instructional support and ensure fidelity of Tier 2 and Tier 3 Intervention small group instruction.

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

Saldana, Jareth, jmsaldana@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?

Kindergarten through Grade 5 Tier 2 and Tier 3 Reading Intervention instruction will utilize the district-purchased, evidence-based curriculum, Reading Horizons. Tier 2 and Tier 3 Reading intervention instruction will be monitored by the administrative team and Literacy coach utilizing walkthroughs to ensure program fidelity. Additionally, the academic progress of students receiving Tier 2 and Tier 3 Reading Intervention will be regularly monitored utilizing i-Ready diagnostic and growth data, as well as Reading Horizons Discovery assessment data and STAR PM 2 and PM 3 data to assess students' response to intervention.

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?

Based on the state's 2023 FAST assessment data, 52 percent of students in Grades 3-5 are proficient in Reading. Additionally, 63 percent of students in Grades K-5 are one or more years below grade level as measured by the spring 2023 (AP3) i-Ready Reading Diagnostic. The data reflect a need for Reading intervention across all grade levels. In utilizing the Reading Horizons curriculum to deliver Tier 2 and Tier 3 Reading intervention, students will receive a structured, systematic, cumulative, and explicit approach utilizing evidence-based programming for instruction in foundational reading skills.

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 members will be responsible for gathering data on a weekly basis: walkthroughs, i-Ready instructional usage and progress, i-Ready Growth Check data, and Reading Horizons assessment data.	Diaz, Dory, dorydiaz@dadeschools.net
The Literacy Leadership team will meet monthly to analyze data metrics to determine the effectiveness of the intervention and discuss opportunities for additional support.	Diaz, Dory, dorydiaz@dadeschools.net
The Literacy Coach will monitor Reading Horizons instruction and assessment data biweekly to support Tier 2 and Tier 3 Reading intervention. In the event that class data reflect the need for instructional support, the Literacy Coach may offer professional learning on structured literacy and/or the Reading Horizons program implementation; coaching cycles aligned to effective instructional practices within the Framework for Effective Instruction; and/or modeling a small group Reading intervention lesson.	Saldana, Jareth, jmsaldana@dadeschools.net
The Literacy Coach will monitor i-Ready Reading instructional usage and lesson pass rate, as well as i-Ready Growth Check and Diagnostic data to support Tier 2 and Tier 3 Reading intervention. In the event that class data reflect the need for instructional support, the Literacy Coach may offer professional learning on structured literacy and/or the Reading Horizons program implementation; coaching cycles aligned to effective instructional practices within the Framework for Effective Instruction; and/or modeling a small group Reading intervention lesson.	Saldana, Jareth, jmsaldana@dadeschools.net
The Literacy Leadership will utilize Renaissance STAR assessment or FAST ELA student data, and/or i-Ready Reading Diagnostic assessment data paired with the district's 2023-2024 Reading Intervention Decision Tree to provide Reading intervention courses to students reflecting a need for remediation of foundational reading skills. Interventional lists will be updated as assessment data becomes available throughout the academic year.	Saldana, Jareth, jmsaldana@dadeschools.net
The Literacy Leadership Team will analyze i-Ready Growth Check and Diagnostic assessment data to engage the MTSS Team in the problem solving process further supporting identification of students who may need additional supports through the MTSS process.	Diaz, Dory, dorydiaz@dadeschools.net
The school-based PLST leader will identify professional learning opportunities to support ELA instruction school wide as aligned to the 2023-2024 School Improvement Plan.	Zapata, Leyman, lzapata@dadeschools.net
The Literacy Coach will offer professional learning on structured literacy and/or the Reading Horizons program implementation; coaching cycles aligned to effective instructional practices within the Framework for Effective Instruction; and/or modeling a small group Reading intervention lesson to ELA teachers as needed.	Saldana, Jareth, jmsaldana@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.

Our plan for disseminating our 2023-2024 SIP to our school's stakeholders, such as, school staff, students, families, local businesses and organizations will be to review it during our annual Title I Meeting, monthly during our faculty and staff meetings, as well as posting it on our school website: www.shenandoahes.net.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our plan to build positive relationships with our parents, families, and other community stakeholders which will fulfill our school's mission will be to build partnerships with community organizations that will enhance our students' school experience. We will have a parent resource center with a dedicated Community Involvement Specialist that will work with parents to complete forms and provide resources for the educational needs of our families. Together with our faculty, parents and community we will develop our Family Engagement Plan which will be available in our Parent Resource Center and on our website: shenandoahes.net

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))

Our plan to strengthen the academic programs in our school, increase the amount and quality of learning, and help provide an enriched and accelerated curriculum involve the following Areas of Focus: instructional practice relating to ELA, intsructional practice relating to instructional coaching and professional development, and instructional practice relating to Math.

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))

Not applicable, our school is not a CSI or TSI school.

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: Instructional Coaching/Professional Learning	$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$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