

Miami-Dade County Public Schools

Ernest R. Graham K 8 Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Ernest R. Graham K 8 Academy

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<http://erg.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.

At Ernest R Graham K-8 Academy, we provide high quality education so that all students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Provide the school's vision statement.

We, the faculty and staff at Ernest R Graham K-8 Academy, are committed to provide educational excellence for all students.

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
Alfaro, Mayra	Principal	Principal of Ernest R Graham K-8 Academy, who oversees all operations within our school. She creates a safe learning environment, sets performance goals both for students and teachers, and oversees the implementation of programs and the monitoring of academic progress.
Gutierrez, Tania	Assistant Principal	Assistant Principal of Ernest R Graham K-8 Academy, who oversees all operations within our school. She creates a safe learning environment, sets performance goals both for students and teachers, and oversees the implementation of programs and the monitoring of academic progress.
Sanchez, Rosa	Instructional Coach	Instructional Reading Coach of Ernest R Graham K-8 Academy, she oversees the implementation of Reading programs and the monitoring of academic progress in the primary level. She provides professional development presenting the latest evidence-based instructional practices and supporting teachers and administration with the goal of increasing student achievement, and building teacher capacity.
Valdes, Mildred	Instructional Coach	Instructional Reading Coach of Ernest R Graham K-8 Academy, she oversees the implementation of reading programs and the monitoring of academic progress in the intermediate level. She provides professional development presenting the latest evidenced based instructional practice and supporting teachers and administration with the goal of increasing student achievement, and building teacher capacity.
Mckenzie, Andrew	Instructional Coach	Instructional Math Coach of Ernest R Graham K-8 Academy, he oversees the implementation of Math and Science programs and the monitoring of academic progress. He provides professional development presenting current evidence-based Math instructional practices and supporting teachers and administration with the goal of increasing student achievement, and building teacher capacity.
Morales, Caridad	ELL Compliance Specialist	ELL Compliance Specialist of Ernest R Graham K-8 Academy, she oversees the implementation of ELL programs and the monitoring of academic progress. She provides best practices and supports teachers with the goal of increasing student achievement and building teacher capacity.

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 is a collaborative effort that involves various stakeholders to ensure a comprehensive and effective strategy for enhancing the school's performance

and achieving its goals. Here's how the process typically unfolds, with a focus on involving different stakeholders and utilizing their input:

- The school leadership team, usually consisting of the principal, assistant principals, and instructional coaches, determines which stakeholders should be involved in the SIP development process. This commonly includes teachers, school staff, parents, and may extend to business leaders in the community.
- The school leadership team initiates communication with identified stakeholders to inform them about the SIP development process and its importance. Clear communication channels are established to keep stakeholders informed about meetings and opportunities for input.
- Surveys are distributed to stakeholders to gather their perspectives on the school's strengths, weaknesses, opportunities, and threats. This helps identify areas for improvement.
- The collected input is analyzed by the school's leadership team and stakeholders. Common themes, concerns, and suggestions are identified, and data is synthesized into actionable insights.
- Based on the synthesized input, the leadership team drafts SIP goals, strategies, and action plans that address the identified areas for improvement.
- The draft SIP is presented to stakeholders for feedback and validation through faculty meetings and EESAC meetings. This ensures that the proposed goals and strategies align with the stakeholders' expectations and needs.
- The feedback received is carefully considered, and necessary revisions are made to the SIP. The final version of the SIP is then approved by the school leadership team and submitted for review.
- Once approved, the SIP is put into action. Progress is regularly monitored, and adjustments are made as needed. Stakeholders remain engaged through periodic updates and continued opportunities for input.

Involving various stakeholders ensures that the SIP reflects a comprehensive understanding of the school's challenges and opportunities, as well as the diverse perspectives and expertise of those invested in the school community. This collaborative approach fosters a sense of ownership and commitment among stakeholders, ultimately contributing to the successful implementation of the School Improvement Plan.

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))

Monitoring the School Improvement Plan (SIP) for effective implementation and its impact on student achievement is crucial for ensuring that the school is making progress toward its goals, especially in addressing the achievement gap among students. Here's how the monitoring and revision process take place:

- Regular data collection is essential to track progress. This includes academic performance data, standardized test scores, classroom assessments, attendance rates, behavior data, and any other relevant metrics. Data is disaggregated to identify specific subgroups, including students with the greatest achievement gaps.
- Regular meetings are held with the school leadership team, teachers, and other stakeholders to review the data. These meetings serve as opportunities to discuss progress, successes, challenges, and areas where improvements are needed.
- The data is compared against the State's academic standards to assess whether students are meeting the expected learning outcomes. This helps identify areas where the achievement gap is prominent and requires focused attention.
- The school's leadership team assesses the effectiveness of the strategies outlined in the SIP. This includes examining whether the chosen approaches are appropriate, relevant, and aligned with the

specific needs of the student population.

- Feedback from teachers, students, parents, and community members is collected to gain insights into the impact of the SIP on student achievement. This qualitative input complements the quantitative data analysis.
- If the SIP reveals the need for enhanced teacher skills or instructional approaches, targeted professional development is provided to ensure educators are equipped to address the unique needs of students, particularly those with achievement gaps.
- Regular communication with stakeholders ensures transparency and keeps the school community informed about the progress, adjustments, and ongoing efforts to address the achievement gap.
- The SIP is periodically reviewed to evaluate the overall effectiveness of the revisions and the progress made in addressing the achievement gap. This informs future iterations of the plan.

By following this process, the school maintains a continuous improvement cycle, where the SIP is a dynamic document that evolves in response to data, stakeholder input, and changing educational contexts. This iterative approach helps ensure that the school remains focused on its goal of increasing student achievement and closing the achievement gap.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	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: A 2018-19: A 2017-18: A
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	14	6	7	6	9	10	9	18	27	106
One or more suspensions	0	0	0	0	0	0	0	0	4	4
Course failure in English Language Arts (ELA)	0	2	6	5	0	2	0	1	0	16
Course failure in Math	0	6	8	1	0	0	0	0	7	22
Level 1 on statewide ELA assessment	0	0	0	52	58	41	61	55	59	326
Level 1 on statewide Math assessment	0	0	0	43	41	44	26	21	30	205
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	29	48	79	99	101	91	144	136	169	896

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	2	5	42	36	38	22	24	34	203

Using the table above, complete the table below with the number of students identified retained:

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

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	5	7	7	3	4	10	15	11	62	
One or more suspensions	0	0	0	0	0	0	0	8	14	22	
Course failure in ELA	0	0	6	11	7	0	3	2	0	29	
Course failure in Math	0	1	3	5	5	2	3	1	0	20	
Level 1 on statewide ELA assessment	0	0	0	6	18	18	23	28	28	121	
Level 1 on statewide Math assessment	0	0	0	3	21	20	22	21	20	107	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	12	18	26	18	32	36	51	195	

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	6	22	17	21	31	12	24	136

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	2	9	0	0	0	2	0	19
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	0	5	7	7	3	4	10	15	11	62	
One or more suspensions	0	0	0	0	0	0	0	8	14	22	
Course failure in ELA	0	0	6	11	7	0	3	2	0	29	
Course failure in Math	0	1	3	5	5	2	3	1	0	20	
Level 1 on statewide ELA assessment	0	0	0	6	18	18	23	28	28	121	
Level 1 on statewide Math assessment	0	0	0	3	21	20	22	21	20	107	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	12	18	26	18	32	36	51	195	

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	6	22	17	21	31	12	24	136

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	2	9	0	0	0	2	0	19
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*	65	61	53	59	62	55	53		
ELA Learning Gains				68			52		
ELA Lowest 25th Percentile				62			44		
Math Achievement*	69	63	55	64	51	42	40		
Math Learning Gains				85			28		
Math Lowest 25th Percentile				81			29		
Science Achievement*	56	56	52	54	60	54	36		
Social Studies Achievement*	81	77	68	86	68	59	55		
Middle School Acceleration	69	75	70	89	61	51	33		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	65	62	55	67	75	70	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	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	7

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	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	715
Total Components for the Federal Index	10
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	45			
ELL	63			
AMI				
ASN				
BLK				
HSP	69			
MUL				
PAC				
WHT				
FRL	67			

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	54			
ELL	69			
AMI				
ASN				
BLK				
HSP	72			
MUL				
PAC				
WHT				
FRL	71			

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	65			69			56	81	69			65
SWD	37			45			43	53			6	52
ELL	56			67			54	72	53		7	65
AMI												
ASN												
BLK												
HSP	65			70			56	81	69		7	65
MUL												
PAC												
WHT												
FRL	63			70			58	78	63		7	61

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	59	68	62	64	85	81	54	86	89			67
SWD	26	63	69	39	79	70	18	78				45
ELL	51	67	61	58	83	84	45	85	90			67
AMI												
ASN												
BLK												
HSP	60	68	62	64	85	81	53	86	90			67
MUL												
PAC												
WHT												
FRL	59	68	61	63	86	83	53	86	87			67

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	53	52	44	40	28	29	36	55	33			58
SWD	17	31	31	16	20	24	13	22				46
ELL	46	51	49	36	27	28	24	47	21			58
AMI												
ASN												
BLK												
HSP	54	52	44	40	28	28	36	54	33			58
MUL												
PAC												
WHT												
FRL	52	52	44	39	28	30	35	54	32			57

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	59%	56%	3%	54%	5%
07	2023 - Spring	44%	50%	-6%	47%	-3%
08	2023 - Spring	52%	51%	1%	47%	5%
04	2023 - Spring	52%	58%	-6%	58%	-6%
06	2023 - Spring	50%	50%	0%	47%	3%
03	2023 - Spring	53%	52%	1%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	75%	58%	17%	54%	21%
07	2023 - Spring	61%	48%	13%	48%	13%
03	2023 - Spring	46%	63%	-17%	59%	-13%
04	2023 - Spring	59%	64%	-5%	61%	-2%
08	2023 - Spring	72%	59%	13%	55%	17%
05	2023 - Spring	55%	58%	-3%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	46%	40%	6%	44%	2%
05	2023 - Spring	49%	50%	-1%	51%	-2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	56%	37%	50%	43%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	68%	1%	66%	3%

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.

According to the 2022-2023 ELA FAST Assessment, the data component that showed the lowest performance was 7th grade ELA with an academic growth of only 2.7 percentage points from FAST PM1 with a proficiency of 40.9 to 43.6 in PM3. A trend of low academic performance was a contributing factor for the 7th-grade students. In addition, students' overall achievement also decreased due to an increase in the ELL population.

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

The data component that showed the greatest decline from the previous year was 3rd grade Math. 2021-2022 FSA Math proficiency was 62% as compared to the 2022-2023 Math FAST Assessment of 46%, this is a decrease of 16 percentage points. The contributing factor was the continual increase in our ELL 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.

The data component that had the greatest gap when compared to the state average was the 3rd grade 2022-2023 Math FAST Assessment with 46% of students scoring proficient or above as compared to the state average of 59%. There was a decline of 13 percentage points. The contributing factor was the continual increase in our ELL population.

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

The data component that showed the most improvement was 8th grade 2022-2023 Math FAST Assessment scoring 76 percent proficient with an increase of 30 percentage points from 2021-2022 FSA with a proficiency level of 46 percentage points. We closely monitored the implementation of the Math program in 8th grade to ensure the fidelity of programs. In addition, collaborative planning supported our efforts and incorporated a greater focus on the standards-based instruction and standards-based resources provided by the district. Students participated in before/after school tutoring as well as Saturday Academies.

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

A potential area of concern from the EWS data are students who scored a Level 1 in the 2022-2023 ELA FAST Assessment. According to the data, there were 326 students scoring a level 1 in grades 3 - 8. Another area of concern is the number of students that exceed absences of 10% or more days. According to the data, there were a total of 106 students who exceeded 10% of absences.

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

The highest priority for the 2023-2024 school improvement is providing professional development to our staff, focusing on differentiated instruction to ensure the implementation of programs with fidelity. In addition, fostering parental involvement through Parent Academies and teacher-parent informational nights.

Area of Focus

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

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

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

According to the 2022-2023 7th grade FAST PM3 data, 43.6% of students were proficient in ELA as compared to PM1 of 40.9%. Based on the data and the identified contributing factors of a large population of ESOL students there was only a 2.7% increase from PM1 to PM3. Student readiness levels limit the ability to master grade-level tasks, therefore we will focus on differentiation in Language Arts to address this critical need.

Measurable Outcome:

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

With the implementation of differentiation, 7th grade will increase proficiency in language arts by 3 percentage points from an average of 43.6% to an average of 46.6% as measured by the 2023-2024 FAST ELA PM3 state assessment.

Monitoring:

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators conducting walkthroughs and reviewing lesson plans to ensure targeted/differentiated instruction is taking place. Interventionist, and time of intervention to facilitate effective monitoring of the intervention program. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on Ongoing Progress Monitoring.

Person responsible for monitoring outcome:

Mayra Alfaro (pr5051@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in accelerating the learning gains of our 7th grade students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

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.

Action steps that will be taken as part of this strategy to address Differentiation in ELA is weekly walkthroughs by administration. (8/14-9/29) As a result of the weekly walkthroughs by administrators, informal evidence of standard-based instruction and desired student outcomes will be gathered in order to provide the needed support to teachers allowing an increase in the effectiveness of Differentiated Instruction in ELA.

Person Responsible: Mayra Alfaro (pr5051@dadeschools.net)

By When: September 29, 2023

Action steps that will be taken as part of this strategy to address Differentiation is bi-weekly grade level meetings conducted by grade level/department chairs. (8/14-9/29). As a result of weekly grade level meetings, teachers will be able to analyze data and plan instruction to increase student achievement.

Person Responsible: Tania Gutierrez (243655@dadeschools.net)

By When: September 29, 2023

Action steps that will be taken as part of this strategy to address Differentiation is teachers will develop lesson plans that will address students' needs (8/14 - 9/29). As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiation within the whole group instruction as well as within small groups.

Person Responsible: Tania Gutierrez (243655@dadeschools.net)

By When: September 29, 2023

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**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 2nd grade STAR PM3 data, 22% of students were proficient in Language Arts as compared to 4.7% in PM1. Based on the data and the identified contributing factors of a large population of ESOL students there was only a 17.3% increase from PM1 to PM3. Student readiness levels limit the ability to master grade-level tasks, therefore we will focus on Benchmark-Aligned Instruction.

Measurable Outcome:

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

If we successfully implement Benchmark-aligned Instruction, then our 2nd-grade students will increase ELA proficiency percentage by 3 percentage points from an average of 17.3% to 20% as evidenced by the 2024 STAR Reading PM3 Assessment.

Monitoring:

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

The area of focus will be monitored by: The Leadership Team conducting monthly data debriefing meetings to analyze intervention rosters and data in order to adjust/align instruction that individualizes/differentiates instruction. Administrators will conduct walkthroughs and review lesson plans to ensure that targeted Benchmark-Aligned instruction is taking place. Instructional Coaches will monitor the effectiveness of the intervention program in order to monitor progress.

Person responsible for monitoring outcome:

Tania Gutierrez (243655@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Benchmark-Aligned instruction, our school will focus on the evidence-based strategy of: Collaborative Data Chats. Collaborative Data Chats will ensure that teachers analyze student performance data and utilize it to drive instruction based on benchmarks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in Rtl or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

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.

Action steps that will be taken as part of this strategy to address Benchmark-Aligned Instruction is weekly grade-level collaborative planning conducted by grade-level/department chairs. (8/14-9/29) As a result of weekly grade-level collaborative planning, teachers will be able to analyze data and adjust instruction to increase student achievement.

Person Responsible: Tania Gutierrez (243655@dadeschools.net)

By When: September 29, 2023

Action steps that will be taken as part of this strategy to address Benchmark-Aligned Instruction is monthly Learning Acceleration meetings conducted by Instructional Coaches. (8/14-9/29) As a result of monthly Learning Acceleration meetings, instructional coaches and teachers will be able to align researched-based practices, state-adopted standards and district resources that will maximize student achievement.

Person Responsible: Mildred Valdes (mildredvaldes@dadeschools.net)

By When: September 29, 2023

Action steps that will be taken as part of this strategy to address Benchmark-Aligned Instruction is quarterly data chats between teachers and administrators. (8/14-9/29) As a result of quarterly data chats between administrators and teachers, data will be analyzed in order to adjust instruction and improve student performance.

Person Responsible: Tania Gutierrez (243655@dadeschools.net)

By When: September 29, 2023

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

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

According to the 2022-2023 School Climate Survey feedback from students, 73% of our student population responded "I Like Coming to My School" as compared to 81% for the 2021-2022 school year. This represents a decrease of 8 percent from the previous school year. We believe that if the school building is student-oriented and inviting students will want to come to school therefore academic achievement will increase.

Measurable Outcome:

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

If we successfully implement our Welcoming Spaces Initiative then our students will enjoy coming to school resulting in an increase of 3 percent of students who answered the question "I Like Coming to My School" in the Student School Climate Survey.

Monitoring:

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

This area of Focus will be monitored quarterly by the amount of involvement in student-oriented activities.

Person responsible for monitoring outcome:

Tania Gutierrez (243655@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.)

Welcoming Spaces involves creating an environment/atmosphere that is student-friendly and encourages school pride. An effort is placed in increasing student participation in extracurricular activities and clubs, and an increase in student-centered activities. In order to create a sense of ownership students will share the responsibility to design areas that make them feel a sense of belonging.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Creating Welcoming Spaces for students can increase their valuing of school and sense of belonging. Welcoming Spaces could take the form of comfortable spaces in large communal areas of the building (e.g. outside seating areas, media center, cafeteria, entrance ways) or inside classrooms themselves. Different ways to make a space more welcoming could be through incorporating soft seating, artwork/ murals, or decorations. Welcoming Spaces can be designed by students and/or staff creating a sense of ownership in the space.

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.

Action steps that will be taken as part of this strategy to address the Welcoming Space initiative plan is gathering student leaders to create a student needs assessment. (8/14-9/29) The Welcoming Spaces plan will be implemented in an effort to take into account the needs of the students and create a sense of ownership.

Person Responsible: Mayra Alfaro (pr5051@dadeschools.net)

By When: September 29, 2023

Action steps that will be taken as part of this strategy to address the Welcoming Space initiative plan is creating a suggestion box for students. (8/14-9/29) The suggestion box will be implemented in an effort to take into account specific areas in the building that will be considered/redesigned as a Welcoming Space.

Person Responsible: Mildred Valdes (mildredvaldes@dadeschools.net)

By When: September 29, 2023

Action steps that will be taken as part of this strategy to address the Welcoming Space initiative plan is assigning a teacher mentor to represent student leaders in grade/department meetings. (8/14-9/29) The link between teacher mentor and student representatives will ensure that student needs are taken into account when school and grade level activities are planned.

Person Responsible: Mildred Valdes (mildredvaldes@dadeschools.net)

By When: September 29, 2023

#4. 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 3rd grade FAST PM3 data, 46% of students were proficient in Math as compared to the district average of 64%. Based on the transition to BEST Standards there was an 18% difference between the school's score and the district's scores. The transition to the BEST Standards from the Florida Standards limited the ability to master grade-level tasks at the district's pacing, therefore we will focus on Ongoing Progress Monitoring.

Measurable Outcome:

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

If we successfully implement Ongoing Progress Monitoring, then our 3rd-grade students will increase Math proficiency percentage by 4 percentage points from an average of 46% to 50% as evidenced by the 2024 FAST PM3 Assessment.

Monitoring:

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

The Instructional Coaches will conduct monthly data debriefing meetings to discuss current data, plan strategic lessons, and provide available resources that will facilitate learning. Data analysis of formative assessments of students will be reviewed by instructional coaches in order to monitor progress.

Person responsible for monitoring outcome:

Andrew McKenzie (amckenzie@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Ongoing Progress Monitoring, our school will focus on monitoring math progress to ensure students are making adequate academic progress, effective and timely instruction is taking place as indicated in Pacing Guides, and data driven decisions are continuously taking place in order to adjust instructions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

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.

Action steps that will be taken as part of this strategy to address Ongoing Progress Monitor is weekly Collaborative Planning meetings organized by grade/department chairs.(8/14-9/29) As a result of these

Collaborative Planning meetings, teachers will be able to come together and consult with colleagues and share researched-based strategies presented in Professional Developments and District meetings that will deepen instructional skills with the goal of improving instructional delivery.

Person Responsible: Andrew Mckenzie (amckenzie@dadeschools.net)

By When: September 29, 2023

Action steps that will be taken as part of this strategy of Ongoing Progress Monitoring is to provide monthly Learning Acceleration Meetings presented by instructional coaches. (8/14-9/29)) As a result of Learning Acceleration meetings, instructional coaches and teachers will continue to analyze current data to realign instruction to meet individual student needs with the goal to improve student achievement.

Person Responsible: Andrew Mckenzie (amckenzie@dadeschools.net)

By When: September 29, 2023

Action steps that will be taken as part of this strategy to address Ongoing Progress Monitoring is quarterly Vertical Collaborative Planning meetings conducted by Instructional Coaches. (8/14-9/29)) As a result of quarterly Vertical Collaborative Planning meetings conducted by Instructional Coaches, teachers will be able to come together and consult with colleagues and share researched-based strategies based on progress monitoring data that will deepen instructional skills with the goal of improving students academic progress.

Person Responsible: Andrew Mckenzie (amckenzie@dadeschools.net)

By When: 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 2022-23 STAR Reading proficiency results for grades K and 2nd, 53% of the students in kindergarten and 58% of the students in 2nd grade scored below the 40th percentile. We will focus on collaborative planning to deepen skills with the goal of improving student achievement and disaggregating data to drive instruction.

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

According to the 2022-23 FAST Reading proficiency results for grades 3rd, 4th, and 5th, 32% of the students in 3rd grade, 42% of the students in 4th grade, and 38% of the students in 5th grade scored below level 3. We will focus on collaborative planning to deepen skills with the goal of improving student achievement and disaggregating data to drive instruction.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

If we successfully implement collaborative planning, then our kindergarten students scoring below the 40th percentile will decrease by 3 percentage points. Also, our second-grade students scoring below the 40th percentile will decrease by 8 percentage points as measured by the 2023-2024 STAR Reading assessment.

Grades 3-5 Measurable Outcomes

If we successfully implement collaborative planning, then our students in grades 3 through 5 scoring below level 3 will decrease by 3 percentage points in the 2023-2024 FAST ELA PM3.

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 Instructional Coaches will conduct monthly data debriefing meetings to discuss current data, plan strategic lessons, and provide available resources that will facilitate instruction. Data analysis of formative assessments of students below the 40th percentile will be reviewed by instructional coaches in order to monitor progress.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Gutierrez, Tania, tvalle@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?

During collaborative planning teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction. Time is also allotted to discuss activities and strategies teachers have used to remediate students on the assessed standards. Collaborative planning participation in grade levels K through 5 will be monitored monthly through sign-in sheets and agendas.

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?

Collaborative planning will ensure teachers are using grade-specific standards to conduct their lessons and ensuring that program objectives and resources are implemented with fidelity. Data will be monitored monthly to drive instructional planning.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The action step that will be taken as part of this strategy to address Collaborative Planning is weekly grade-level meetings conducted by grade-level team leaders to analyze data and ensure standard-based instruction is taking place. (8/14-9/29) As a result of grade-level collaborative planning, teachers will be able to share best practices and ensure available resources are utilized with fidelity to increase student achievement of targeted groups.	Gutierrez, Tania, tvalle@dadeschools.net
Action steps that will be taken as part of this strategy of Collaborative Planning is monthly Learning Acceleration meetings conducted by Instructional Coaches. (8/14-9/29) As a result of monthly Learning Acceleration meetings, instructional coaches and teachers will be able to align researched-based practices based on data, state adopted standards and district resources that will maximize student achievement.	Gutierrez, Tania, tvalle@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) and Schoolwide Program Plan(SWP) to various stakeholders is crucial to ensure transparency, collaboration, and shared understanding of the school's goals and progress. Here's a plan or protocol for effectively sharing the SIP and SWP:

- Utilize a mix of communication channels to reach different stakeholder groups:
- Create a dedicated section on the school's website where the SIP, SWP, and related updates are posted.
- Send regular email updates to parents, staff, and community members, including summaries of progress and links to the full documents.
- Include SIP and SWP updates in the school's newsletters, which can be distributed digitally or in print.
- Share key highlights, progress updates, and relevant information on the school's social media platforms.
- Host in-person meetings to provide detailed explanations of the SIP and SWP and answer questions from stakeholders.
- Provide clear, concise summaries of the SIP and SWP in a language that parents can easily understand. Translate documents if needed and use visual aids to simplify complex information.
- Just as the school's SIP and SWP are subject to continuous improvement, the dissemination strategy should also be refined based on stakeholders' feedback and changing needs.

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 other community stakeholders is essential for creating a supportive and engaged school environment that aligns with the school's mission and meets the needs of students. Here's a comprehensive approach to achieving this goal:

- Create a warm and inviting atmosphere within the school where parents, families, and community members feel comfortable and valued. This includes friendly staff interactions, welcoming signage, and inviting spaces for meetings and events.
- Establish clear and consistent communication channels to keep parents informed about school activities, student progress, and important events. This could include newsletters, school messengers, up-to-date information on the school website, and sharing highlights on social media.
- Plan events that encourage families to be actively involved in their child's education:
 - Curriculum nights where parents can learn about the academic programs and teaching methods.
 - Family workshops on topics like homework help, study skills, and parent engagement strategies.
 - Arts and sports exhibitions showcasing student talents and achievements.
- Invite parents to participate in school activities as volunteers or event organizers. This involvement fosters a sense of ownership and investment in the school community.
- Create a dedicated space within the school where parents and families can access resources, materials, and information related to education, parenting, and community services (Parent Resource Center).
- Collaborate with local businesses, organizations, and community leaders to establish mutually beneficial partnerships that enhance the educational experience.
- Recognize and celebrate the accomplishments of students, parents, and community members. Such as awards ceremonies, appreciation events, and sharing success stories in school communications.
- Offer workshops and seminars, through the Parent Academy, on topics relevant to parenting and student success, such as effective communication, study strategies, homework help, FAST Testing, and ESE: Dyslexia.

By implementing these strategies, the school can create a positive and inclusive environment where parents, families, and community stakeholders are actively engaged and work collaboratively to support student's academic, social, and emotional growth. This strong partnership between the school and its broader community contributes to the overall success of the students and the fulfillment of the school's mission.

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)

Strengthening the academic program, increasing learning time, and providing an enriched and accelerated curriculum are critical components of improving student outcomes. Here's a comprehensive plan that outlines how the school intends to achieve these goals:

1. Curriculum Enhancement:

- Collaborate with teachers, curriculum specialists, and educational experts to review and update the curriculum to align with current educational standards and best practices.
- Identify key areas for improvement based on data analysis and student performance assessments.
- Develop rigorous and relevant units of study that challenge students and foster critical thinking skills.

2. Differentiated Instruction:

- Implement differentiated instruction strategies to cater to diverse student learning styles and abilities.
- Provide targeted support for struggling students and advanced options for those who need additional

challenges.

- Utilize formative assessments to continuously adjust teaching methods and adapt to individual student needs.

3. Extended Learning Opportunities:

- Establish before-school, after-school, and Saturday Academy programs, and EOC Bootcamps that offer

additional academic support, tutoring, and enrichment activities.

- Utilize technology platforms and online resources to extend learning beyond traditional classroom hours.

4. Professional Development for Teachers:

- Provide ongoing professional development for teachers focused on innovative teaching methodologies, curriculum design, and assessment techniques.

- Encourage collaboration and sharing of best practices among educators to enhance overall instructional

quality.

5. Data-Driven Decision-Making:

- Regularly analyze student assessment data to identify areas of improvement and areas of excellence.

- Use data to tailor instruction, allocate resources effectively, and refine the curriculum to meet the needs of

individual students and subgroups.

6. Technology Integration:

- Leverage educational technology to enhance learning experiences, facilitate personalized learning paths,

and provide access to digital resources that supplement the curriculum (IXL and Accelerated Reader).

By implementing these strategies, the school aims to create a dynamic and enriched academic environment that promotes student achievement, encourages exploration, and supports students in reaching their highest potential. This comprehensive approach will help ensure that students receive a high-quality education that prepares them for success in their future endeavors.

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))

Ensuring comprehensive support services outside of academic subject areas is essential for promoting students' well-being, social-emotional development, and overall success. Here's how the school can implement counseling, mental health services, specialized support, mentoring, and other strategies:

1. School Counseling Department:

- Trained school counselors who provide individual and group counseling to address students' personal, social, and emotional needs.

- Offer guidance on academic planning.

- Collaborate with teachers and parents to develop strategies for students' academic and personal

success.

2. School-Based Mental Health Services:

- Offer on-site mental health services through our Mental Health Coordinator.
- Provide regular mental health screenings to identify students in need of support.
- Offer group sessions to address issues such as anxiety, depression, and trauma.

3. Specialized Support Services:

- Identify students with special needs and create Individualized Education Plans (IEPs) or 504 Plans that outline personalized strategies and accommodations.
- Collaborate with special education teachers, speech therapists, occupational therapists, and other specialists to provide targeted interventions.

5. Social-Emotional Learning (SEL) Programs:

- Integrate SEL into the curriculum to teach students skills like self-awareness, self-regulation, empathy, and responsible decision-making.

- Offer workshops and activities that enhance students' emotional intelligence and interpersonal skills.

6. Positive Behavior Interventions and Supports (PBIS):

- Implement a PBIS framework that promotes positive behaviors and establishes a safe and supportive school culture.

- Use a tiered approach to provide behavioral interventions and supports based on individual student needs.

7. Parent and Family Engagement:

- Provide resources and workshops for parents to support their children's social-emotional development and mental health.

- Facilitate open communication channels between parents and school staff to address students' needs.

8. Multi-Tiered Support Systems:

- Implement a multi-tiered system of support that provides varying levels of intervention based on the severity of students' needs.

- Regularly assess students' progress and adjust interventions as necessary.

9. Data-Informed Interventions:

- Use data from assessments, behavioral observations, and teacher feedback to identify students who need additional support.

- Develop intervention plans based on data-driven insights.

By implementing these strategies, the school creates a nurturing and supportive environment that addresses students' social, emotional, and mental well-being. These efforts not only enhance students' skills outside of academic subject areas but also contribute to their overall development and success.

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

N/A

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

A schoolwide tiered model for preventing and addressing problem behavior, along with early intervention services, is an evidence-based framework commonly used in educational settings to support students' behavioral and academic needs. This model aligns with the principles outlined in the Individuals with Disabilities Education Act (IDEA) and promotes a proactive and systematic approach to addressing behavioral challenges.

- Tiered Structure: The model consists of multiple tiers that progressively offer more intensive interventions based on the students' needs.

- Tier 1 - Universal Supports: This is the foundation of the model and involves strategies that benefit all students. It includes creating a positive and supportive school environment, teaching behavioral expectations explicitly, and implementing proactive classroom management techniques. Teachers and staff receive professional development on these practices.
- Tier 2 - Targeted Interventions: Students who require additional support beyond Tier 1 receive targeted interventions. These interventions are provided in small groups or individually and focus on specific behaviors. Examples include social skills training, mentoring programs, and check-in/check-out systems. Data collection helps monitor progress and determine the effectiveness of interventions.
- Tier 3 - Intensive Interventions: A smaller group of students who continue to struggle despite Tier 1 and Tier 2 interventions receive more intensive and individualized support. This might involve a Functional Behavior Assessment (FBA) to identify the underlying causes of behavior and the development of a Behavior Intervention Plan (BIP). Interventions are tailored to the individual student's needs.

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))

Professional learning and development activities for teachers, paraprofessionals, and other school personnel play a crucial role in improving instruction, utilizing academic assessment data effectively, and addressing teacher recruitment and retention challenges, especially in high-need subjects. These activities aim to enhance educators' skills, knowledge, and practices, ultimately leading to improved student outcomes and a more supportive learning environment. Here are a few examples:

1. Professional Development for Instruction Improvement:

Educators participate in workshops, seminars, and courses that focus on various instructional strategies, pedagogical techniques, and subject-specific content knowledge. These activities help teachers adapt to evolving educational trends, incorporate technology into teaching, and implement research-based teaching methods.

2. Data Literacy Training:

Educators receive training on how to interpret and use data from academic assessments effectively. They learn how to identify student strengths and weaknesses, track progress, and make data-informed instructional decisions. Data literacy training helps teachers tailor their teaching approaches to meet individual student needs.

3. Collaborative Learning Communities:

Teachers engage in collaborative learning communities where they share best practices, discuss challenges, and work together to find solutions. These communities can be grade-level teams, subject-specific groups, or professional learning communities (PLCs) that encourage ongoing dialogue and reflection.

4. Coaching and Mentoring:

Experienced educators or instructional coaches provide one-on-one or small-group support to their colleagues. Coaching and mentoring help educators refine their instructional strategies, receive feedback, and implement personalized improvement plans.

5. Professional Development on Classroom Management:

Professional development workshops cover effective classroom management techniques, including behavior management, creating positive classroom environments, and fostering student engagement. These skills are vital for maintaining an effective learning environment.

6. Teacher Induction Programs:

Newly hired teachers, including those in high-need subjects, participate in comprehensive induction programs. These programs provide support, mentorship, and additional training to help new teachers acclimate to their roles and improve their instructional practices.

7. Professional Growth Plans (DPGT):

Educators develop individualized professional growth plans that outline their career goals, areas for improvement, and strategies to enhance their teaching skills. Administrators support these plans through targeted professional development opportunities.

Incorporating these professional learning and development activities can help create a more effective and skilled educator workforce, improve student achievement, and address the challenges of recruiting and retaining teachers in high-need subjects.

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

Transitioning from early childhood education programs to local elementary school programs is a significant step for preschool children. To ensure a smooth and successful transition, we employ various strategies that focus on both the academic and socio-emotional aspects of the child's development. Here are some common strategies that we use to assist our Pre-K children in this transition:

1. Orientation and Familiarization:

We organize orientation sessions for both parents and children to visit the elementary school environment before the actual transition. This helps children become familiar with the new surroundings, classrooms, and teachers.

2. Collaboration Between Programs:

Pre-K and Kindergarten teachers collaborate to align curriculum and teaching strategies. This ensures that the transition is seamless and that children can build upon what they have learned in Pre-K.

3. Buddy Systems or Peer Support:

Assigning 5th-grade students as buddies to incoming kindergarten students can provide a sense of security and a friendly face in the new environment. This helps ease anxiety and builds a supportive community.

4. Parent Involvement:

We involve parents in the transition process by providing information about the elementary school curriculum, routines, and expectations. Workshops and meetings help parents understand their role in supporting their child's adjustment.

5. Consistent Routines and Expectations:

We aim to maintain consistent routines and expectations between the Pre-K class and elementary school environments. This reduces anxiety by providing a sense of familiarity.

By implementing these strategies, we can create a supportive and welcoming environment that eases the transition for preschool children and sets them up for success as they embark on their elementary school journey.