# North Dade Center For Modern Languages School

**2023-24**
**Schoolwide Improvement Plan (SIP)**

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# North Dade Center For Modern Languages

## 1840 NW 157TH ST, Miami Gardens, FL 33054

## http://cml.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:<br><br>1. Have an overall Federal Index below 41%;<br>2. Have a graduation rate at or below 67%;<br>3. Have a school grade of D or F; or<br>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years. |

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|---|---|---|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

**Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

# I. School Information

## School Mission and Vision

**Provide the school's mission statement.**

The school motto "Preparing Global Thinkers for a Multicultural World" represents the educational philosophy of North Dade Center for Modern Languages (CML). The school's mission is to prepare all students for the challenges ahead by providing an academically enriched environment. We encourage creativity and promote analytical and reflective thinking. It is hoped that our students will acquire multicultural experiences and mutual respect on the road to becoming multilingual and multi-literate citizens in an increasingly internationalized workforce.

**Provide the school's vision statement.**

The vision of North Dade Center for Modern Languages is to develop an academically enriched environment, preparing our students to become contributing citizens and global thinkers in a multicultural society.

## 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 |
|---|---|---|
| James, Latoya | Principal | Provides a common vision for the use of data-based decision making, ensures the school based team implements the MTS/RTI process, ensures implementation of intervention and Differentiated Instruction, ensures adequate professional development to meet the needs of the staff, and effectively communicate with all stakeholders. |
| Valdes, Edric | Assistant Principal | Ensures that the School Leadership Team is applying the MTSS/Rti to assist struggling students and bridge the achievement gaps. Provides support and resources to staff so they are prepared to effectively deliver instruction. Communicates with all stakeholders about the schools' programs, activities, and progress. |
| Alonso, Maria | Teacher, K-12 | Provide support to the Instructional staff in developing strategies to infuse standard-based curriculum within our language magnet curriculum. |
| Vickers, Cecilia | Teacher, K-12 | Provides support through leading the Reading intervention program and ensuring that all Tier II and Tier III students are receiving additional academic instruction through targeted lessons. |

**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.

In developing the School Improvement Plan (SIP), a comprehensive process was followed to actively involve various stakeholders, ensuring their input and collaboration. The engagement of stakeholders, including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools), and business or community leaders, played a crucial role. The process begins with data analysis to identify needs and set SMART goals. Strategies and interventions are selected based on best practices, and resources are allocated accordingly. An action plan is created, with clear responsibilities and timelines. Ongoing monitoring and evaluation ensure progress, and stakeholder engagement is maintained throughout. The SIP is a dynamic document that evolves with changing needs, and communication and celebration of achievements are key components. Periodic reporting to relevant authorities keeps the plan accountable and aligned with the school's mission to enhance education quality and create a better learning environment for all students.

**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))

Implementation and Ongoing Engagement: Throughout the implementation of the SIP, regular communication channels were established to keep stakeholders informed about progress, challenges, and achievements. The involvement of stakeholders will continue through periodic meetings, progress reports, and opportunities for feedback and adjustments 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 KG-5 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 96% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 89% |
| **Charter School** | No |
| **RAISE School** | No |
| **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) | English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) |

| | Economically Disadvantaged Students (FRL) |
|---|---|
| **School Grades History** *2022-23 school grades will serve as an informational baseline. | 2021-22: 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 | 6 | 7 | 5 | 15 | 15 | 12 | 0 | 0 | 0 | 60 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 51 | 55 | 18 | 0 | 4 | 0 | 0 | 0 | 128 |

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

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

### Prior Year (2022-23) As Initially Reported (pre-populated)

**The number of students by grade level that exhibited each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 3 | 6 | 4 | 5 | 9 | 4 | 0 | 0 | 0 | 31 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 3 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 5 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 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 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 3 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 3 | 6 | 4 | 5 | 9 | 4 | 0 | 0 | 0 | 31 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 3 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 5 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 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 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 3 |

**The number of students identified retained:**

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

(Grade Level header spans columns K–8)

# 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* | 88 | 60 | 53 | 85 | 62 | 56 | 75 | | |
| ELA Learning Gains | | | | 78 | | | 52 | | |
| ELA Lowest 25th Percentile | | | | 71 | | | 41 | | |
| Math Achievement* | 89 | 66 | 59 | 80 | 58 | 50 | 61 | | |
| Math Learning Gains | | | | 70 | | | 46 | | |
| Math Lowest 25th Percentile | | | | 61 | | | 31 | | |
| Science Achievement* | 89 | 58 | 54 | 60 | 64 | 59 | 59 | | |
| Social Studies Achievement* | | | | | 71 | 64 | | | |
| Middle School Acceleration | | | | | 63 | 52 | | | |
| Graduation Rate | | | | | 53 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | | 63 | 59 | | | | | | |

*\* 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](https://www.floridacims.org).

**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 | 89 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 354 |
| Total Components for the Federal Index | 4 |
| 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 | 505 |
| Total Components for the Federal Index | 7 |
| 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 | | | | |
| ELL | 91 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 86 | | | |
| HSP | 92 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| FRL | 87 | | | |

| 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 | | | | |
| ELL | 94 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 69 | | | |
| HSP | 83 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 73 | | | |

## 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 | 88 | | | 89 | | | 89 | | | | | |
| SWD | | | | | | | | | | | | |
| ELL | 88 | | | 94 | | | | | | | 2 | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 86 | | | 86 | | | 88 | | | | 4 | |
| HSP | 90 | | | 94 | | | 93 | | | | 4 | |
| MUL | | | | | | | | | | | | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS** | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 87 | | | 86 | | | 93 | | | | 4 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS** | | | | | | | | | | | | |
| All Students | 85 | 78 | 71 | 80 | 70 | 61 | 60 | | | | | |
| SWD | | | | | | | | | | | | |
| ELL | 100 | | | 88 | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 81 | 75 | 67 | 76 | 70 | 60 | 54 | | | | | |
| HSP | 95 | 88 | | 87 | 73 | | 74 | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 84 | 77 | 71 | 78 | 71 | 67 | 62 | | | | | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS** | | | | | | | | | | | | |
| All Students | 75 | 52 | 41 | 61 | 46 | 31 | 59 | | | | | |
| SWD | | | | | | | | | | | | |
| ELL | 75 | | | 75 | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 72 | 58 | 42 | 55 | 42 | 31 | 50 | | | | | |
| HSP | 82 | 43 | | 73 | 52 | | 76 | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 74 | 47 | 38 | 62 | 51 | 20 | 56 | | | | | |

**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 | 91% | 56% | 35% | 54% | 37% |
| 04 | 2023 - Spring | 92% | 58% | 34% | 58% | 34% |
| 03 | 2023 - Spring | 87% | 52% | 35% | 50% | 37% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 94% | 63% | 31% | 59% | 35% |
| 04 | 2023 - Spring | 86% | 64% | 22% | 61% | 25% |
| 05 | 2023 - Spring | 95% | 58% | 37% | 55% | 40% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 89% | 50% | 39% | 51% | 38% |

## 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.**

Grade 4 mathematics emerged as our weakest component with our students scoring 86%. In comparison, they still demonstrated growth in comparison to the results from 2021. Several factors contributed to the low performance on the Grade 4 mathematics assessment include curriculum gaps, challenges in student engagement, and struggling learners in mathematics.

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

None of our components showed any decline on the FAST assessment; instead, we improved our performance across all areas.

**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 3 ELA had the greatest gap when compared to the state average. Our students scored 92% proficiency compared to the state average of 50%. The key factors contributing to the Grade 3 English Language Arts (ELA) success on the FAST assessment include dedicated and skilled teachers, a well-structured curriculum, a focus on reading comprehension and critical thinking skills, individualized support for students, a culture of reading both in and outside the classroom, the integration of technology for enhanced learning, consistent assessment and feedback mechanisms, and strong parental involvement and support, all of which have collectively fostered a positive learning environment and academic achievement in ELA.

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

Our Grade 5 students have demonstrated outstanding proficiency in science, achieving an impressive overall score of 89% on the FCAT Science 2.0 assessment. This remarkable success can be attributed to a combination of factors, including dedicated and knowledgeable teachers who have implemented an enriched science curriculum, engaged students in hands-on learning experiences, provided targeted support for individual needs, emphasized critical thinking and problem-solving skills, conducted regular formative assessments, encouraged a passion for science beyond the classroom, and fostered strong partnerships with parents and the community, all of which have collectively contributed to our students' remarkable achievement in science.

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

Our only area of concern is our student attendance. Specifically, those students with 10 or absences and tardies.

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

Academic Excellence: Our primary focus is to ensure academic excellence by providing quality education, effective teaching methods, and a supportive learning environment to help students reach their full potential.

Student Well-Being and Support: We prioritize the well-being of our students by providing social and emotional support, fostering a safe and inclusive school community, and addressing their individual needs to promote a positive and healthy learning experience.

Parent and Community Engagement: Building strong partnerships with parents and the local community is crucial. We aim to actively involve parents and community members in our educational efforts, encouraging their participation and support in the school's activities and initiatives.

Technology Integration: As technology plays an increasingly important role in education, we are committed to effectively integrating technology into the learning process to enhance students' digital literacy and educational experiences.

Professional Development: Our educators' continuous growth and development are paramount. We will prioritize providing ongoing professional development opportunities for our teachers and staff to ensure they remain up to date with the latest educational practices and methodologies.

**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.

Based on the F.A.S.T. 2022-2023 data, Grade 3 English Language Arts (ELA) performance indicates 92% proficiency this is an area that requires improvement, showing an increase of only 2 percentage points. Addressing this need for improvement is crucial to ensure our Grade 3 students receive the necessary support and resources to enhance their ELA skills. We recognize the importance of strong literacy foundations in academic success and are committed to taking proactive measures to address this challenge.

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

Through the implementation of Differentiated Instruction, our objective is to achieve a 3% increase in proficiency in Grade 3 English Language Arts (ELA). By leveraging data analysis and evidence-based instructional practices, we aim to enhance student performance and ensure their success in ELA.

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

By closely examining the data, collaborating with teachers, and engaging with relevant stakeholders, we will develop targeted strategies and interventions to bolster Grade 3 ELA instruction. These efforts will focus on personalized instruction, differentiated learning experiences, and the incorporation of evidence-based practices to meet the diverse needs of our students. Differentiated Instruction (DI) at our school will be carefully monitored through a multifaceted approach that includes regular classroom observations, ongoing teacher assessments, student feedback, and data analysis. Our monitoring process will focus on ensuring that DI strategies are effectively implemented in classrooms, that they align with student needs, and that they lead to improved learning outcomes. This monitoring process will be dynamic, allowing for adjustments and refinements based on the continuous feedback loop between teachers, students, and data analysis. Additionally, professional development opportunities will be provided to support teachers in implementing DI effectively. Through these comprehensive measures, we aim to maintain a high standard of DI that positively impacts student engagement and achievement.

**Person responsible for monitoring outcome:**
Latoya James (pr5131@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.

Regular progress monitoring and formative assessments will be conducted to gauge the effectiveness of our instructional interventions and adjust our strategies as needed. Continuous reflection and analysis of data will inform ongoing improvements in our instructional practices, ensuring that we remain responsive to the evolving needs of our Grade 3 students. Differentiation has been selected as our evidence-based strategy because it aligns with our commitment to meeting the diverse needs of our student population. By

tailoring instruction to individual learning styles, abilities, and interests, differentiation allows us to maximize student engagement and achievement. Research consistently demonstrates that differentiation not only enhances learning outcomes but also fosters a positive classroom environment where all students feel valued and empowered. This evidence-based approach ensures that every student has the opportunity to reach their full potential and achieve academic success, aligning perfectly with our school's mission of providing quality education that caters to the unique needs of each learner.

**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.

Ongoing progress monitoring charts will be reviewed to allow for flexible grouping and assist teachers in realigning their differentiated groups.

**Person Responsible:** Latoya James (pr5131@dadeschools.net)

**By When:** 08/17/23- 09/29/23

Provide a range of materials, such as graphic organizers and digital resources, to provide remediation.

**Person Responsible:** Edric Valdes (emvaldes@dadeschools.net)

**By When:** 08/17/23-09/29/23

Utilize ongoing progress monitoring charts to monitor the effectiveness of differentiated instruction and the remediation of standards.

**Person Responsible:** Latoya James (pr5131@dadeschools.net)

**By When:** 08/17/23-09/29/23

| #2. Instructional Practice specifically relating to Math |
| --- |

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

Based on the F.A.S.T. 2022-2023 data, there was only a 3% increase in Grade 4 math proficiency. This indicates an area that requires improvement and calls for focused attention to enhance student performance in math. We will conduct a comprehensive analysis of the data, examining specific areas of weakness and identifying patterns in student performance. This analysis will serve as the basis for developing an action plan that targets the identified needs and promotes growth in math proficiency.

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

With the implementation of data driven instruction, there will be a 4% increase in proficiency in the area of 4th grade Mathematics.

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

Ongoing monitoring and formative assessments will be implemented to track student growth and measure the effectiveness of the interventions. This data-driven approach will enable us to make informed adjustments to our instructional strategies, interventions, and support systems as needed.

**Person responsible for monitoring outcome:**

[no one identified]

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

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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

Implementing data-driven instruction is vital for increasing Grade 4 Math proficiency as it allows educators to identify specific areas of need, personalize instruction, make evidence-based decisions, monitor progress, foster collaboration, and engage stakeholders. By analyzing data trends and patterns, teachers can tailor their instruction to address individual student challenges and make informed decisions about instructional strategies. Regular monitoring of progress enables timely adjustments, while collaboration and professional development opportunities empower educators to leverage data effectively. Engaging parents and families in the process creates a supportive learning environment both at school and at home, ultimately leading to improved Grade 4 Math proficiency and student success.

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

## Action Steps to Implement

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

Data Analysis and Targeted Interventions: Conduct a comprehensive analysis of student performance data to identify specific areas of weakness in Grade 4 Math. Based on the analysis, develop targeted interventions that address the identified needs and align with evidence-based instructional practices. These interventions should be tailored to meet the diverse needs of students, providing personalized support to enhance their understanding and proficiency in math.

**Person Responsible:** Latoya James (pr5131@dadeschools.net)

**By When:** 08/14/23-09/29/23

Professional Development and Collaboration: Provide professional development opportunities for educators focused on data analysis, interpretation, and instructional strategies. Foster collaboration among teachers, encouraging them to share best practices, exchange insights, and learn from one another's successes. This collaborative approach will support the implementation of effective data-driven instruction and ensure a cohesive effort to improve Grade 4 Math proficiency.

**Person Responsible:** Edric Valdes (emvaldes@dadeschools.net)

**By When:** 08/14/23-09/29/23

Regular Progress Monitoring and Adjustment: Implement a system for regular progress monitoring through formative assessments and ongoing data analysis. Continuously track student growth, evaluate the effectiveness of instructional strategies and interventions, and make timely adjustments as needed. This iterative process of monitoring and adjustment will ensure that interventions are producing the desired outcomes and enable educators to provide targeted support to students in Grade 4 Math.

**Person Responsible:** Latoya James (pr5131@dadeschools.net)

**By When:** 08/14/23-09/29/23

## #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.

Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed that students who struggle with daily attendance are also students who are not meeting expectations; making learning gains; or demonstrating proficiency. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

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

If we successfully implement the Targeted Element of Student Attendance, our students will receive high quality instruction that will contribute to overall improved student achievement. With consistent student incentives, attendance at North Dade Center for Modern Languages will increase 5 percentage points by June 2024.

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

The School Leadership Team will work to connect families who struggle with attendance and identify the root cause for absences/tardiness and create a plan of action to ensure students are able to be present daily. The School Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will continue to monitor daily attendance and inform the SLT of any student with inconsistent attendance. Reviewing student attendance will be included in our data chats. Follow-up contact will be made with parents when necessary.

**Person responsible for monitoring outcome:**

Latoya James (pr5131@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 Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. These initiatives will assist in narrowing the achievement gap amongst our students. Weekly monitoring of student attendance will prevent excessive absences.

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

Attendance initiatives will assist in decreasing the number of student absences. The initiatives will provide the School Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

**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.

An attendance plan will be used to monitor individual student attendance and will also be used to track student attendance throughout the school year.

**Person Responsible:** Edric Valdes (emvaldes@dadeschools.net)

**By When:** 08/14/23-09/29/23

School Messenger will be used to communicate with families in reference to daily student attendance. This will provide a daily reminder to parents of the importance of school attendance.

**Person Responsible:** Latoya James (pr5131@dadeschools.net)

**By When:** 08/14/23-09/29/23

School Counselor and/or Student Services Support personnel will be meeting with individual students that have 10 or more absences weekly to monitor their attendance and implement a "check in " program to positively encourage the student's attendance.

**Person Responsible:** Edric Valdes (emvaldes@dadeschools.net)

**By When:** 08/14/23-09/29/23

**#4. Positive Culture and Environment specifically relating to Other**

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

According to the 2022-2023 School Climate Survey, 17% of staff members strongly agree that staff morale is high at the school compared with 20% of staff members strongly agreed according to the 2021-2022 School Climate Survey. This is a 3% decrease.

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

By the end of the school year, our staff morale will increase 5 percentage points for a minimum of 22% strongly agreeing that staff morale is high on the School Climate Survey by June 2024. In addition, administration will conduct grade-level/department level surveys to gather a consensus of staff ideas as it relates to school events.

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

The Leadership Team will work to connect with students and staff to create a positive school culture. The Social Committee along with the Leadership Team will plan activities outside of the school so staff can build rapport. Staff meetings will begin with an opportunity for recognition and spotlight staff achievements. The Leadership Team will analyze the gathered data and take staff recommendations into consideration during decision making.

**Person responsible for monitoring outcome:**

Latoya James (pr5131@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.)

We want to celebrate the successes of our staff members in recognition for their achievements. We also want to show teachers they are appreciated throughout the school year. It is important to provide opportunities for encouragement from all stakeholders. By providing students and staff members with recognition and celebrating successes, staff morale and a positive school climate will increase.

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

We want to celebrate the successes of our teachers and students through various school activities and recognition ceremonies. This will provide staff, students, and parents the opportunity to acknowledge the success of our staff and students; therefore creating a positive school climate where staff morale is high.

**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.

Administration will send out grade-level/department surveys to allow teachers to express their ideas for staff and school-wide events.

**Person Responsible:** Latoya James (pr5131@dadeschools.net)

**By When:** 08/14/23-09/29/23

Spotlight staff members achievements, creative ideas or innovative teaching strategies during monthly faculty meetings. As a result, staff will feel recognized for their accomplishments.

**Person Responsible:** Latoya James (pr5131@dadeschools.net)

**By When:** 08/14/23-09/29/23

The Leadership Team will organize an event to boost staff morale and promote team work.

**Person Responsible:** Latoya James (pr5131@dadeschools.net)

**By When:** 08/14/23-09/29/23

## 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**

N/A

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

N/A

**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

N/A

### Grades 3-5 Measurable Outcomes

N/A

## 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.

N/A

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

## 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?

N/A

**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?

N/A

**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 |
|---|---|

N/A

# 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.

The school improvement plan, which encompasses our strategies and objectives for enhancing student achievement, will be distributed to all stakeholders through various methods to ensure broad access and active engagement. Physical copies will be made available in key areas within the school, while electronic versions will be shared via email and posted on our website for easy access. Stakeholder meetings and open forums will be organized to present the plan, address questions, and gather input. Regular updates and progress reports will be communicated through newsletters and online platforms. Through these inclusive distribution methods, we aim to foster transparency, collaboration, and a shared sense of responsibility as we work together to implement the plan and create an environment conducive to student success.

**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))

By implementing these strategies, the school aims to build positive relationships with parents, families, and community stakeholders. These relationships not only support the needs of students but also contribute to fulfilling the school's mission of providing a nurturing and enriching educational experience. Through open communication, engagement programs, collaboration, community partnerships, and transparent reporting, we strive to create an inclusive and supportive environment where all stakeholders are actively involved in the success and well-being of our students. www.northdadecml.com

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

The school has developed a comprehensive plan to strengthen the academic program by implementing data-driven instruction and utilizing a data-driven approach. By analyzing student performance data, educators will identify areas for improvement and tailor instruction to meet individual student needs. This data-driven approach will guide curriculum enhancement efforts, allowing for the development of an enriched and accelerated curriculum. To increase learning time, the school will explore extended learning opportunities such as before and after-school programs and individualized instruction. Through ongoing professional development, teachers will be equipped with the latest instructional strategies, including differentiation and data-driven interventions, to support students' diverse learning needs. Collaborative partnerships with external organizations will also be sought to enrich the curriculum, providing students with real-world experiences and access to specialized resources. By employing data-driven instruction, offering extended learning opportunities, and fostering collaboration, the school aims to provide an exceptional educational experience that maximizes student growth, engagement, and achievement.

**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))**

Our school improvement plan is meticulously developed in coordination and integration with numerous Federal, State, and local services, resources, and programs, including those mandated under ESSA 1114(b)(5). We ensure alignment with ESSA guidelines to enhance student achievement and reduce disparities. Collaboratively, we work with violence prevention programs to create a safe environment, engage with school nutrition programs for healthy meals, coordinate with housing authorities to address housing-related issues, and partner with Head Start programs for smooth transitions. Additionally, we support adult education opportunities, connect with career and technical education programs, and share insights with schools in CSI or TSI activities under Section 1111(d). Furthermore, our plan actively involves local community resources and organizations, facilitating a holistic approach to education that meets the diverse needs of our students and community while promoting academic success and personal growth.

**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))**

By implementing counseling, school-based mental health services, specialized support services, mentoring programs, and other strategies, the school ensures a comprehensive support system that addresses students' diverse needs beyond academic subjects. These initiatives foster personal growth, resilience, social-emotional well-being, and the acquisition of vital life skills, contributing to students' overall success and development as well-rounded individuals.

**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))**

The school partners with the middle schools in our feeder pattern in order to raise awareness of the educational programs that are available for them.

**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).**

The school has implemented a comprehensive schoolwide tiered model to prevent and address problem behavior, while also providing early intervening services that align with the activities and services outlined under the Individuals with Disabilities Education Act (IDEA). This tiered model involves a multi-tiered system of supports (MTSS) that encompasses proactive strategies for all students, targeted interventions for students at risk, and intensive support for students with significant behavioral needs. The school establishes a positive and inclusive climate by promoting positive behavior expectations, teaching social-emotional skills, and fostering a sense of belonging. Through regular screenings and assessments, students' behavioral needs are identified early on, allowing for the implementation of evidence-based interventions that are systematically applied and progress-monitored. Collaboration among teachers, support staff, and families is prioritized, ensuring a coordinated approach to providing individualized support and interventions. By aligning these efforts with the requirements of IDEA, the school ensures a cohesive system of support that promotes positive behavior, addresses problem behavior early, and enhances outcomes for all students, including those with disabilities.

**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))**

The school is dedicated to providing ongoing professional learning opportunies and other activities for teachers, paraprofessionals, and other school personnel to continuously improve instruction and effectively utilize data from academic assessments. Professional development opportunities are designed to enhance teachers' pedagogical skills, instructional strategies, and data analysis techniques, ensuring they can make data-informed instructional decisions. Collaborative learning communities are fostered, enabling teachers to share best practices, engage in reflective discussions, and refine their teaching approaches. Additionally, the school implements targeted strategies to recruit and retain effective teachers, particularly in high-need subjects. This includes offering competitive compensation, providing mentoring and support for new teachers, creating opportunities for professional growth, and establishing a positive and supportive working environment that values teachers' expertise and contributions. By prioritizing professional learning, data-driven instruction, and teacher recruitment and retention, the school aims to elevate instructional quality and ultimately improve student outcomes in all subject areas, particularly 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))**

Our school configuration does not have students at the VPK level; therefore, we do not have early childhood education programs at our school location.

## Budget to Support Areas of Focus

**Part VII: Budget to Support Areas of Focus**

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

| 1 | III.B. | **Area of Focus: Instructional Practice: Differentiation** | $0.00 |
|---|--------|-----------------------------------------------------------|-------|
| 2 | III.B. | **Area of Focus: Instructional Practice: Math** | $0.00 |
| 3 | III.B. | **Area of Focus: Positive Culture and Environment: Other** | $0.00 |
| 4 | III.B. | **Area of Focus: Positive Culture and Environment: Other** | $0.00 |
| | | **Total:** | **$0.00** |

**Budget Approval**

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

No