

Miami-Dade County Public Schools

Dr. Henry W. Mack/West Little River K 8 Center



2023-24

Schoolwide Improvement Plan (SIP)

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Dr. Henry W. Mack/West Little River K 8 Center

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School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Dr. Henry W. Mack/West Little River K-8 Center is believing that all students can accomplish a high level of academic achievement, while building life-long learners to compete in the global world. We accept the challenge to guide our students toward academic excellence and social emotional growth through education.

Provide the school's vision statement.

Dr. Henry W. Mack/West Little River K-8 Center is committed to providing educational excellence for all students. We believe that every student will reach their highest academic potential with the support of all stakeholders, including staff, parents, the community and business partners.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Thompson-Williams, April	Principal	Dr. April Thompson-Williams, Principal: Instructional Leader that provides a common vision for school instruction, with the use of data-based decision-making. She supports school staff by communicating the Response-to-Intervention (RtI) process, building school culture, setting clear expectations and goals, shares leadership responsibilities.
Colon, Mindyne	Assistant Principal	Ms. Mindyne Colon, Assistant Principal: Instructional Leader who identifies strategies for staff and team members in ELA, Writing, and subgroups SWD and ELL. She determines effective processes to involve all members and facilitates communication within the school leadership team and staff. Other duties include: providing information about core instruction in the above mentioned core classes, facilitating professional development sessions, participating in student data collection, monitoring assessments and student results, supporting delivery and implementation of instructional strategies and intervention.
Smith-Jones, Trenice	Reading Coach	Mrs. Trenice Smith-Jones, Reading Coach: Literacy coach for elementary demonstrates foundational knowledge and understanding of how students read, analyze, and comprehend texts. She understands how and why some students struggle; ensures that when new curricular materials are obtained, teachers receive professional development; and monitors the fidelity of the use of curricular materials and strategies. Supports implementation of the school's intervention plans and provides early services for students identified with early warning indicators. Assists teachers with creating lesson plans, intervention groups and implementation of research based curriculum and strategies. Also, she consistently monitors student progress, analyzes data with teachers and regroups students for intervention. She also participates in the design and delivery of meaningful professional development and provides support to teachers to build their capacity.
Theodore, Guerda	Math Coach	Ms. Guerda Theodore, Math Coach: Math content specialist providing knowledge and understanding of how students learn problem solving and Math content. She understands how and why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, and monitor fidelity of use of curricular materials and strategies. Supports implementation of the school's intervention plans and provides early services for students identified with early warning indicators. She assists in the design and implementation of lesson plans, delivery of instruction, progress monitoring, data collection, and data analysis.
Davis, Aniyha	Teacher, K-12	Ms. Aniya Davis, Teacher: Elementary reading teacher charged with providing input on schoolwide goals. She provides a perspective for team decision making based on data trends in the area of literacy. Communicates with leadership team and school staff regarding ways to improve student overall achievement..

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.

Stakeholders take an active role in the SIP development process. The school leadership team, teachers and school staff provide insight to the inner workings of the school and its needs. The EESAC allows parents, students and community partners and leaders to play an active role in the decision making process at the school.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school will regularly monitor the effective implementation of the SIP by using it as the guide in meeting students' academic needs. The leadership team and teachers will refer to the SIP during leadership and faculty meeting as well as during planning to ensure that the school's academic goals are met, particularly with our student subgroups. The school will meet with the EESAC on a regular basis to review the implementation of the SIP and make changes as necessary.

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	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C

	2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	11	7	15	12	5	8	10	2	70	
One or more suspensions	0	0	0	0	0	0	0	7	7	14	
Course failure in English Language Arts (ELA)	0	0	1	6	1	0	0	0	1	9	
Course failure in Math	0	0	2	2	1	1	13	5	0	24	
Level 1 on statewide ELA assessment	0	0	0	18	19	12	24	28	14	115	
Level 1 on statewide Math assessment	0	0	0	18	23	11	20	17	11	100	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	25	39	24	14	28	41	23	209	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	19	19	10	21	21	11	103

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	18	0	0	0	0	0	18
Students retained two or more times	0	0	0	2	0	0	0	1	0	3

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	19	19	19	17	20	17	22	17	9	159
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	14	0	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	9	14	16	7	0	48
Level 1 on statewide Math assessment	0	0	0	1	17	22	18	15	0	73
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	1	14	22	18	22	27	40	22	25	191

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	1	0	0	2	1	0	4
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	19	19	19	17	20	17	22	17	9	159
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	14	0	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	9	14	16	7	0	48
Level 1 on statewide Math assessment	0	0	0	1	17	22	18	15	0	73
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	1	14	22	18	22	27	40	22	25	191

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	1	0	0	2	1	0	4
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*	27	61	53	25	62	55	24		
ELA Learning Gains				46			35		
ELA Lowest 25th Percentile				51			37		
Math Achievement*	28	63	55	25	51	42	22		
Math Learning Gains				50			23		
Math Lowest 25th Percentile				50			35		
Science Achievement*	28	56	52	41	60	54	22		
Social Studies Achievement*	39	77	68	53	68	59	50		
Middle School Acceleration	100	75	70	100	61	51	73		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	39	62	55	46	75	70	26		

* 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)	TSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	285
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	10
Percent Tested	98
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	17	Yes	4	4
ELL	26	Yes	2	1
AMI				
ASN				
BLK	37	Yes	1	
HSP	36	Yes	1	
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	39	Yes	1	

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	25	Yes	3	3
ELL	35	Yes	1	
AMI				
ASN				
BLK	42			
HSP	50			
MUL				
PAC				
WHT				
FRL	48			

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	27			28			28	39	100			39
SWD	5			13			9				4	40
ELL	26			28			13				5	39
AMI												
ASN												
BLK	21			24			26	33	100		6	
HSP	34			36			31	46			6	39
MUL												

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
PAC												
WHT												
FRL	27			26			24	38	100		7	38

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	25	46	51	25	50	50	41	53	100			46
SWD	6	32	33	11	35	42	17					
ELL	22	38	42	25	41	41	30	33				46
AMI												
ASN												
BLK	20	47	53	20	47	52	39	58				
HSP	33	44	50	32	54	47	43	47	100			47
MUL												
PAC												
WHT												
FRL	24	45	53	23	49	51	38	51	100			45

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	24	35	37	22	23	35	22	50	73			26
SWD	5	29	44	12	21	27	0					
ELL	23	41	46	25	29	64	10					26
AMI												
ASN												
BLK	23	30	25	19	17	16	25	46				
HSP	25	44	53	26	33	64	13	60				23
MUL												
PAC												
WHT												
FRL	23	35	38	20	22	36	20	50	71			26

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	24%	56%	-32%	54%	-30%
07	2023 - Spring	23%	50%	-27%	47%	-24%
08	2023 - Spring	23%	51%	-28%	47%	-24%
04	2023 - Spring	36%	58%	-22%	58%	-22%
06	2023 - Spring	19%	50%	-31%	47%	-28%
03	2023 - Spring	18%	52%	-34%	50%	-32%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	39%	58%	-19%	54%	-15%
07	2023 - Spring	8%	48%	-40%	48%	-40%
03	2023 - Spring	8%	63%	-55%	59%	-51%
04	2023 - Spring	42%	64%	-22%	61%	-19%
08	2023 - Spring	23%	59%	-36%	55%	-32%
05	2023 - Spring	27%	58%	-31%	55%	-28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	19%	40%	-21%	44%	-25%
05	2023 - Spring	10%	50%	-40%	51%	-41%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	56%	44%	50%	50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	65%	18%	63%	20%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	68%	-30%	66%	-28%

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.

The data components that showed the lowest performance were Reading (26.5% overall) and Science (21%). The contributing factor to the year's low performance was the lack of personnel. There was no stable teacher in third grade. Interventions were not carried out with fidelity as the interventionists were used to supplement classroom personnel.

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

The data components that showed the greatest decline from the prior year were Civics and 5th and 8th grade Science. The factor that contributed to the decline in Civics scores was the lack of a consistent teacher of record. The factor that contributed to the decline in Science scores was the large ELL subgroup as well as the fact that the 8th graders grappled with reading overall.

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 5th grade Science. The state average was 51% compared to the school's 13% performance. The lack of a science coach and interventions contributed to the gap in performance.

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

The data point that showed the most improvement was Mathematics. The math coach played a large role in this improvement by being well versed in the subject and developing an intervention plan that was implemented earlier in the school year, and ensuring it was carried out with fidelity.

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

Based on the EWS data from part 1 of the SIP, one area of concern is the large number of students who scored a level 1 on the F.A.S.T. Reading assessment. There are 118 students in grades 3 through 8 who scored at level 1.

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

The highest priorities for school improvement in the upcoming school year are to ensure that all classrooms have a teacher of record and that interventions are implemented and carried out early on and with fidelity. In addition, increasing proficiency in Science is a high priority for this school year.

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 Small Group 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 Fast PM3 Data 20% of our 3rd grade students were proficient in ELA compared to the state average of 50%. Based on the data and the identified contributing factors of lack of personnel, lack of consistent professional development, pacing, lack of fidelity in implementation of tiered instruction, we will implement small group instruction.

Measurable Outcome:

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

With the evidence based strategy, implementation of small group instruction, 30% of students will meet overall mastery by the end of the school year as evidenced by a level three or higher on the FAST PM3 assessment.

Monitoring:

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

Administration will conduct weekly classroom walkthroughs to ensure that differentiated instruction through small groups is implemented daily in classrooms with fidelity.

Person responsible for monitoring outcome:

Mindyne Colon (mindjo14@gmail.com)

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 will be implemented during small group instruction to meet students at the point of their need and to reach their academic goals.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of the evidence based strategy differentiated instruction, utilizing small group instruction will be based on students' scores from PM assessments as well as weekly, biweekly, topic, and unit assessments. This intervention will provide students with the necessary tailored instruction to reach mastery of benchmarks.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The Assistant Principal and literacy coach will provide professional development on disaggregating data and establishing centers for D.I. rotations.

Person Responsible: Mindyne Colon (mindjo14@gmail.com)

By When: By September 29, 2023

Literacy Coaches will conduct weekly collaborative planning with teachers to plan for small group/differentiated instruction and to ensure standard aligned lesson quality, instructional effectiveness, and student achievement.

Person Responsible: Trenice Smith-Jones (trenice.smith-jones@dadeschools.net)

By When: By September 29, 2023

Teachers and coaches will create D.I. folders with students' D.I. lessons and data trackers to monitor students progress throughout the school year.

Person Responsible: Trenice Smith-Jones (trenice.smith-jones@dadeschools.net)

By When: By September 29, 2023

Literacy Coaches will model lessons and framework for teachers during coaching cycles.

Person Responsible: Trenice Smith-Jones (trenice.smith-jones@dadeschools.net)

By When: September 29, 2023 (On going)

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

According to Power BI Staff Retention data, 44% of the school staff has been retained at our school for 3 years or less. Based on the data, we will implement the targeted element of Teacher Retention and Recruitment.

Measurable Outcome:

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

With the implementation of Mentorship Programs, 5% of teachers will be retained and continue their employment at our school by the end of the school year.

Monitoring:

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

The administrative team will hold regularly scheduled NEST meetings with new teachers and their mentors with set objectives as they relate to the framework of effective instruction.

Person responsible for monitoring outcome:

Mindyne Colon (mindjo14@gmail.com)

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.)

The school leadership team will implement a mentorship program that informs, engages, and empowers new teachers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Staff retention initiatives will contribute to a positive school culture where staff feel supported, appreciated, and empowered. As a result, our teacher turnover rate will decrease.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The Administrative team will assign new teachers to a MINT trained mentor teacher.

Person Responsible: Mindyne Colon (mindjo14@gmail.com)

By When: September 29, 2023

The Administrative team will establish a New Educator Support Team (NEST) cohort.

Person Responsible: Mindyne Colon (mindjo14@gmail.com)

By When: September 29, 2023 (on going)

The Administrative team will ensure that new teachers attend new teacher orientation.

Person Responsible: Mindyne Colon (mindjo14@gmail.com)

By When: September 29, 2023 (on going)

The administrative team will establish a social committee in order to celebrate successes and provide team building activities.

Person Responsible: Mindyne Colon (mindjo14@gmail.com)

By When: September 29, 2023 (on going)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

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

According to the 2023 FAST Reading PM3 data, students in our subgroups, students with disabilities (SWD) and English language learners (ELL) met mastery at 3% and 1% respectively. Based on data and the contributing factor of lack of Tier 1 instructional support, we will focus on the evidence-based intervention of targeted small group instruction for both subgroups.

Measurable Outcome:

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

By providing small group and differentiated intervention to students struggling in areas of literacy and English language development, 10% of 3rd grade students will see an increase in reading proficiency. Additionally, 5% of ELL and SWD students will see an increase in reading proficiency by the end of the school year.

Monitoring:

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

The leadership team including administrators and academic coaches will conduct walkthroughs, data chats, and lesson plan checks to ensure that teachers are planning and implementing strategies that address the needs of ELL and SWD students to help increase ELA proficiency.

Person responsible for monitoring outcome:

Mindyne Colon (mindjo14@gmail.com)

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.)

The evidence based strategy that will be utilized in this area of focus is small group differentiated instruction which provides our SWD and ELL students with different strategies and resources to learning based on their academics needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group instruction provides tailored instruction to students to meet them at the point of their academic need. This allows teachers and interventionists to close the achievement gaps and increase student proficiency.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The ESOL Department Chair and Literacy Coaches will provide professional development to teachers on specific strategies to target SWD and ELL subgroups to increase learning proficiency.

Person Responsible: Trenice Smith-Jones (mzladi12@gmail.com)

By When: September 29, 2023 (on going)

Teachers and coaches will create a system of identifiable SWD and ELL folders to monitor students progress throughout the 2023 - 2024 academic school year.

Person Responsible: Trenice Smith-Jones (mzladi12@gmail.com)

By When: September 29, 2023

Bi-weekly walkthroughs and modeling will be completed to ensure that whole group lessons are standard-aligned and are delivered daily and with fidelity. Differentiated instruction will be delivered in small group format with an additional focus on the SWD and ELL subgroups.

Person Responsible: Mindyne Colon (mindjo14@gmail.com)

By When: September 29, 2023 (on going)

#4. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

According to the 2022-2023 NGSSS Science Assessment data, 13% of 5th graders met mastery on the Science assessment. Based on the data and the identified contributing factors of lack of Science coach and in house support, and inadequate pacing, we will implement a focus on 5th grade Science.

Measurable Outcome:

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

With the use of the evidence based strategy, interactive learning environment including the use of interactive notebooks, 25% of students will meet overall mastery by the end of the school year as evidenced by a level three or higher on the NGSSS Science Assessment.

Monitoring:

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

Administration will conduct weekly classroom walkthroughs during science lessons to ensure that classroom learning environments are interactive with students engaged with interactive notebooks as well visual aids.

Person responsible for monitoring outcome:

Mindyne Colon (mindjo14@gmail.com)

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.)

An interactive learning environment will allow students to immerse themselves in metacognitive processes that allow them to organize their notes and synthesize their thoughts through the use of interactive notebooks and scaffolds during science lessons.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of an interactive learning environment will provide an opportunity for students to engage in higher-level thinking and make deeper connections to the content of their lessons.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

All students will have an interactive notebook for Science lessons.

Person Responsible: April Thompson-Williams (pr5861@dadeschools.net)

By When: September 29, 2023

Weekly collaborative planning will take place with the Science teacher and district support personnel to ensure the use of interactive notebooks within the interactive learning environment.

Person Responsible: April Thompson-Williams (pr5861@dadeschools.net)

By When: September 29, 2023 (on going)

Administration and district support personnel will provide provide professional development opportunities on learning the Science framework and implementation of explicit and engaging lessons to create an interactive learning environment.

Person Responsible: April Thompson-Williams (pr5861@dadeschools.net)

By When: September 29, 2023 (on going)

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).

The process to review school improvement funding allocations and ensure resources are allocated based on needs begins with a review of current assessment data. Analysis of the data allows us to identify the academic areas of need, develop strategies to address those areas, and implement the necessary action step to remedy the need. Data analysis also allows us to determine the learner subgroups, including SWD and ELL, that require additional resources to ensure academic success. School leaders will meet with various stakeholders to devise a plan to improve overall deficiencies. The plan will outline the resources, budget, monitoring tool to measure the progress of the action steps, and time frame for implementation of those steps. The stakeholders will meet regularly to review data to determine the effectiveness of resources and modify resources as needed to increase and sustain growth.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

According to the 2022-2023 FAST STAR Reading data, 40% of students in kindergarten, 31% of students in first grade, and 40% of students in 2nd grade scored at or above benchmark on the Reading assessment. Implementation of Standards-Based Collaborative Planning will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement.

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

According to the 2022-2023 FAST Reading data, 20% of students in 3rd grade, 39% of students in 4th grade, and 29% of 5th grade students demonstrated mastery by scoring a level 3 or above on the Reading assessment. Implementation of Standards-Based Collaborative Planning will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement.

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

The implementation of Standards Based Collaborative Planning will result in a 15% increase of students meeting mastery as evidenced by scoring “at or above benchmark” on the 2023-2024 FAST STAR Reading assessment.

Grades 3-5 Measurable Outcomes

The implementation of Standards Based Collaborative Planning will result in a 10% increase of students meeting mastery as evidenced by scoring a level 3 or higher on the 2023-2024 FAST Reading assessment.

Monitoring

Monitoring

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

The administrative team, transformational coaches, and curriculum support specialist will facilitate common planning meetings to provide teachers opportunities to unwrap ELA standards and create standards-based lessons. Data chats will take place following unit assessments to determine student progression and changes in student grouping as necessary.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Colon, Mindyne, mindjo14@gmail.com

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?

The evidence-based practice, Standards-Based Collaborative Planning, will be implemented among K - 5 teachers and become evident in the K - 5 classrooms.

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?

Effectively implementing Standards-Based Collaborative Planning will bridge the achievement gap while accelerating students to their full academic potential.

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 administrative team will attend collaborative planning sessions to ensure teachers have a clear understanding of B.E.S.T. standards.	Colon, Mindyne, mindjo14@gmail.com
The Literacy Coach will facilitate collaborative planning sessions that provide opportunities for teachers to unpack standards, create lessons, and collaborate with one another.	Smith-Jones, Trenice, trenice.smith-jones@dadeschools.net
Instructional coaches will facilitate on going professional development on standards-based lesson planning in order to support development of lessons based on the B.E.S.T. standards.	Smith-Jones, Trenice, trenice.smith-jones@dadeschools.net
The administrative team will meet with the literacy coaches and content area teachers during collaborative planning to evaluate student end products as it relates to the alignment of standards-based instructional planning and delivery.	Colon, Mindyne, mindjo14@gmail.com
Instructional coaches will ensure that teachers leave each collaborative planning session with an end product in the form of a standards aligned lesson plan.	Smith-Jones, Trenice, trenice.smith-jones@dadeschools.net
Administrative staff, instructional coaches and teachers will conduct data chats after unit and state assessments to determine student progression.	Colon, Mindyne, mindjo14@gmail.com
Teachers will participate in on going professional learning activities led by the instructional coach to introduce new instructional resources and strategies as part of standards-based lessons.	Smith-Jones, Trenice, trenice.smith-jones@dadeschools.net
Teachers will be exposed to sample state assessment questions to gain an understanding of tested standards and question stems.	Smith-Jones, Trenice, trenice.smith-jones@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.

The SIP will be disseminated to stakeholders at various stakeholder meetings such as EESAC, Title I, Faculty, and Parent Meetings. Copies of the SIP will be made available in the school's Parent Resource Center and are available upon request. In addition, the final SIP will be posted on the school's website. The progress of the SIP is communicated after each implementation phase during Faculty, ESSAC and Parent meetings. The school's website is <https://api.dadeschools.net/schoolwebsite/#!/?schoolId=5861>.

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))

The school's leaders build positive relationships with parents, families and community stakeholders through parent meetings and conferences, workshops, family engagement activities and school events. The school hosts parent/family nights throughout the year to give parents an opportunity to engage and interact with teachers and staff. The school's leaders provide a flexible schedule for teachers and parents to meet to discuss students' academic progress. Teachers and staff members also provide electronic means to communicate with parents and ensure an open line of communication. The Family Engagement Plan is available on the school's website <https://api.dadeschools.net/schoolwebsite/#!/?schoolId=5861>.

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 plans to strengthen the academic program by ensuring students receive quality instruction on a daily basis. Teachers will take part in collaborative planning and incorporate an instructional framework to maintain adequate pacing. Interventions in reading and math will aide in bridging the achievement gap. Extended day learning activities will provide opportunities for students to gain additional time for remedial, reteaching and/or enrichment instruction. Providing on going support and professional development activities will keep teachers abreast of current strategies, resources, and best practices that will address the needs of learners.

Ongoing administrative walkthroughs and data analysis as a means of progress monitoring will allow the administrative team to determine if whether improvements are made toward students' academic goals and proficiency rates.

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))

The plan development is inclusive of all programs, services, and resources available at the school. Stakeholder meetings are held to identify resources, determine the appropriate steps that would most benefit learners, and execute the plan to holistically address students' academic needs. The success of the plan will be determined by continuous monitoring and analyzing of various data points. The plan incorporates a means for making adjustments to excel and maintain 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))

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 with the support of the school counselor, the mental health counselor and coordinator, as well as our SPED coordinator. Students receive individual and group counseling, peer mediation, and guidance that

aides them in navigating everyday life. Students learn skills in self awareness, social skills, peer pressure, coping skills, personal choices, healthy lifestyles and stress management. Male students receive mentoring services through the 5000 Role Models of Excellence program. Additionally, referrals are made to outside agencies and community partners to collaborate and coordinate long-term care and advocacy for students and their families.

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))

Students receive preparation for and gain awareness of postsecondary opportunities and the workforce through research, magnet fairs, fieldtrips, career fairs and project-based learning activities in their social science and elective courses. Middle school students are enrolled in accelerated courses allowing them to earn high school credit which broadens their access to coursework needed to gain postsecondary credit while in high school.

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).

Our schoolwide discipline plan, including our School-Based Alternatives to Suspension Plan, reflects strategies aligned with Miami-Dade County Public Schools' Code of Student Conduct for elementary and secondary levels. Reinforcing Positive Behavior Support initiatives provides students with guidelines to assist them in making appropriate choices in order to prevent problem behavior. School wide Initiatives such as P.A.W.S. (Pause, Assess, Work together Safely) are posted in classrooms to emphasized positive behavior through out the building. Safety Patrols are dispatched to assist their peers in hall ways and to ensure primary grade students arrive to class safely.

The guidance counselor implements strategies and tools outlined in the Peace Path program to assist all students with conflict resolution to ensure positive outcomes and restore healthy peer relationships.

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 support activities that will be provided to teachers, paraprofessionals, and other school personnel include collaborative planning sessions, unpacking standards, data analysis and disaggregation meetings, and professional development geared toward improving the instructors' craft. Teachers and academic coaches will have a set schedule to collaborate and share best practices. Teachers will receive ongoing support by instructional coaches and administration to recruit and retain effective teachers.

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))

To assist preschool children in the transition from early childhood education programs to local elementary programs, the school schedules a transition meeting for preschool families to familiarize them with the expectations of kindergarten. Preschool students are afforded the opportunity to visit the kindergarten class for a day to get the experience of kindergarten prior to promotion. Family engagement activities are held to foster partnerships with families and to encourage enrollment.

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: Small Group Instruction					\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment					\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups					\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			5861 - Dr. Henry W Mack/ West Little River K 8 Center	Ttitle III		\$0.00	
			Notes: Apply for Title III grant to provide interventions for ELL subgroup afterschool and during Saturday.				
4	III.B.	Area of Focus: Instructional Practice: Science					\$0.00
Total:						\$0.00	

Budget Approval

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

No