Miami-Dade County Public Schools

Dr. Edward L. Whigham Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Dr. Edward L. Whigham Elementary School

21545 SW 87TH AVE, Cutler Bay, FL 33189

http://whigham.dadeschools.net/

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

It is the mission of Dr. Edward L. Whigham Elementary school to extend the traditional boundaries of the classroom to encompass the world beyond, to create a climate for learning which embraces a sense of inquiry and a respect for diversity, and to establish a life-long thirst for knowledge. We strive to provide a world class education to every student, and to be the preeminent provider of the highest quality education that empowers all students to be productive lifelong learners and responsible global citizens. We support and encourage children to achieve success in order to develop at their maximum potential.

Provide the school's vision statement.

The students at Dr. Edward L. Whigham Elementary School will participate in experiential, project-based learning activities aligned with STEAM 5.0 and Cambridge Lessons that will prepare them for a rapidly changing world by instilling critical thinking skills, a global perspective, and a respect for core values of Learning, Meaning, Determination, and Social Responsibility.

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
Guerra, Kathryn	Principal	The role of the principal as it relates to SIP implementation is to convene School Leadership Team (SLT) meetings and oversee that all aspects and components of the School Improvement Plan are being carried out with fidelity. She conducts classroom walkthroughs and provides instructional personnel with corrective feedback. The principal's role is also to provide strategic direction for teachers and staff and to oversee the daily activities and operations within the school. She supports and guides the assistant principal to build a positive and professional school culture and learning environment.
Colzie, Shandra	Assistant Principal	As it relates to the SIP implementation the assistant principal assists the principal by participating in the School Improvement Process (SIP), leading the School Leadership Team (SLT) through data analysis, reflection, action step development, monitoring, and the implementation process. She conducts walkthroughs and provides instructional personnel with corrective feedback. The Assistant Principal's job is also to build a positive and professional school culture and learning environment. She also collaborates with parents and teachers in promoting students' academic progress and is a member of the MTSS team. The MTSS is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The assistant principal, along with the counselor, support teachers in the use evidence based instruction and interventions, progress monitoring, and evaluation (as delineated on the SIP) to make informed decisions about students' educational needs.
Campbell, Brandi	Teacher, K-12	As it relates to SIP implementation, Ms. Campbell is the school's Digital Innovator and a member of the Professional Learning Support Team. Her responsibilities under this role include: promoting a school culture of professional growth and collective responsibility for student learning, determining with the SLT, the professional learning needs of the staff by reviewing a variety of data sources included in the SIP and conducting a needs assessment survey of the staff. She collaborates with the principal to develop a year-long professional development plan that addresses the identified needs, and she facilitates the establishment of professional learning communities and other models of teacher collaboration which will help in the implementation of the School Improvement Plan.

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.

• During Phase I (Jul 10-Aug 11) of the SIP development process, the School Leadership Team (SLT) participates in a strategic planning course to initiate the yearlong School Improvement Process. During MDCPS's Synergy Summer Institute, the SLT analyzes a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school

year.
• The SLT selects the Areas of Focus that are aligned to the specific data points, analyzes the possible solutions to determine a targeted element, and writes an Area of Focus and Rationale and Identify an Evidence-based Intervention that will help to drive each targeted element.
• At the opening of the school's faculty meeting, the SIP is presented to all staff and feedback is gathered.
• During Phase II (Aug 14-Sept. 29) , our region reviews the SIP and Educational Excellence School Advisory Councils (EESAC) comprised of teachers, parents, students and members of the community, reviews,
provides recommendations, and gives the final approval of the SIP.
• The SIP is posted and made available to all stakeholders on the school's website: http://whigham.dadeschools.net/, the school's main office, and the school's Parent Resource Center.
• During Phase III (Oct 2-Oct. 13) the school conducts an Impact Review to examine the implementation of the Areas of Focus within SIP and the components of the Framework of Effective Instruction, specifically Instructional Planning and Instructional Delivery. The School Leadership Team conducts a walkthrough to provide feedback on observable behaviors and characteristics. The team then collaborates to identify the next steps that will address the current needs of the school for goal attainment.
• Based on the findings from Phase II - Implementation Plan 1 Systems Review and Data Reflection, members from the School Leadership Team (SLT) then develop and input Action Steps that build upon the success of Plan 1, and provide ongoing feedback to all stakeholders (SLT, EESAC, and faculty and staff).
• A faculty meeting is then scheduled to share the outcome of the Impact Review.
• Ongoing feedback to all stakeholders (SLT, EESAC, and faculty and staff) is provided.

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 SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards the following ways:
• The School Leadership Team (SLT) will continuously review data derived from several data points to ensure the effective implementation and impact of the SIP.
• The SLT will conduct data analysis after Progress Monitoring 1 and 2 period to adjust groups based on student needs and monitor progress. Adjustment to the SIP will be made accordingly.
• The administrators will conduct weekly classroom walk-throughs to monitor progress in the implementation of the evidence strategies reflected in the SIP.
• The MTSS team will use the Problem-Solving Framework to identify, develop, implement, and evaluate strategies to accelerate the performance of ALL students but particularly of students in the L25.
• The MTSS team will provide recommendations to the SLT of regarding focus areas or evidence-based intervention to be considered to foster student achievement.
• During Phase III (Oct.2-Oct 13) the school will conduct an Impact Review to examine the implementation of the Areas of Focus within SIP and the components of the Framework of Effective Instruction, specifically Instructional Planning and Instructional Delivery. The School Leadership Team will conduct a walkthrough to provide feedback on observable behaviors and characteristics. The team will then collaborate to identify the next steps that will address the current needs of the school for goal attainment.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: 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	18	17	17	7	6	11	0	0	0	76
One or more suspensions	0	0	0	1	1	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	7	9	10	1	4	0	0	0	31
Course failure in Math	0	2	5	5	7	6	0	0	0	25
Level 1 on statewide ELA assessment	0	0	0	32	15	20	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	19	15	23	0	0	0	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	21	26	22	39	21	26	0	0	0	155

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	5	8	23	13	19	0	0	0	68

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	2	1	7	10	0	0	0	0	0	20
Students retained two or more times	0	0	0	3	1	1	0	0	0	5

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	15	26	9	5	8	0	0	0	63
One or more suspensions	0	0	0	0	0	4	0	0	0	4
Course failure in ELA	0	2	9	10	9	3	0	0	0	33
Course failure in Math	0	2	4	1	6	4	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	10	10	8	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	8	12	15	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	12	23	12	9	0	0	0	57

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	7	16	16	32	0	0	0	74

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	6	10	4	0	0	0	0	24
Students retained two or more times	0	0	0	1	2	1	0	0	0	4

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	15	26	9	5	8	0	0	0	63
One or more suspensions	0	0	0	0	0	4	0	0	0	4
Course failure in ELA	0	2	9	10	9	3	0	0	0	33
Course failure in Math	0	2	4	1	6	4	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	10	10	8	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	8	12	15	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	12	23	12	9	0	0	0	57

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	7	16	16	32	0	0	0	74

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	6	10	4	0	0	0	0	24
Students retained two or more times	0	0	0	1	2	1	0	0	0	4

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*	60	60	53	63	62	56	56		
ELA Learning Gains				67			43		
ELA Lowest 25th Percentile				62			46		
Math Achievement*	62	66	59	59	58	50	49		
Math Learning Gains				59			31		
Math Lowest 25th Percentile				45			30		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	56	58	54	61	64	59	51		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	63	63	59	67			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.

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	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	295
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	37	Yes	1	
ELL	43			
AMI				
ASN				
BLK	60			
HSP	58			
MUL				
PAC				
WHT	57			
FRL	57			

	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	42			
ELL	55			
AMI				
ASN				
BLK	54			
HSP	63			
MUL				
PAC				
WHT	57			
FRL	59			

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	60			62			56					63
SWD	29			40			19				5	75
ELL	32			49							4	63
AMI												
ASN												
BLK	67			52							2	
HSP	59			63			53				5	61
MUL												
PAC												
WHT	60			53							2	
FRL	58			59			56				5	60

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	63	67	62	59	59	45	61					67
SWD	22	57	53	30	47	39	37					50
ELL	44	68	57	52	53	40	55					67
AMI												
ASN												
BLK	63	64		47	52		42					
HSP	61	70	63	61	61	55	63					70
MUL												
PAC												
WHT	72	57		53	46							
FRL	60	70	63	57	57	44	54					69

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	56	43	46	49	31	30	51					59
SWD	20	31		15	23		20					50
ELL	43	60	60	39	35		39					59

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
AMI												
ASN												
BLK	50	39		36	17		53					
HSP	56	42	42	52	30	31	51					59
MUL												
PAC												
WHT	71			59								
FRL	52	47	48	45	29	25	45					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	56%	56%	0%	54%	2%
04	2023 - Spring	63%	58%	5%	58%	5%
03	2023 - Spring	44%	52%	-8%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	63%	-1%	59%	3%
04	2023 - Spring	66%	64%	2%	61%	5%
05	2023 - Spring	49%	58%	-9%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	50%	-1%	51%	-2%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the 2022 - 2023 PM3 data, 51%of 3rd grade students scored below the 40th percentile on the ELA assessment. Based on the data identified, factors influencing the outcome include a lack of comprehension and ability to master grade level tasks and lesson plans that do not reflect enrichment exercises. We will implement the Targeted Element of ELA. We plan to closely monitor all tiers of instruction to ensure full implementation with fidelity.

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

According to the 2021 - 2022 NGSSS data, 61% of 5th grade students scored proficiency, whereas the 2022 - 2023 NGSSS data indicates proficiency at 41%, a 20 percentage-point decrease. Contributing factors include a lack of experiential lab activities, inconsistent delivery of Tier 1 instruction, and a lack of classroom data tracking throughout the year.

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.

When compared to the state average, the greatest gap between the school and State is within our 4th grade math scores. Whereas the State had 24% of the 4th grade students score a level 3 on the Math assessment, our percentage indicates that 30% of the 4th grade students scored a Level 3. The comparison indicates a six-percentage point gap. Factors, such as effective Tier 1 instruction and extended learning opportunities (before and after-school tutoring) influenced these outcomes.

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

The following data points indicate the following improvements: the 3rd Grade Level 2's increased from 9% to 18%; 3rd grade Level 5's increased from 9% to 16%; 4th grade Level 3s increased from 23% to 30%; 4th grade Level 5s increased from 8% to 9%; 5th grade Science Level 4s increased from 12% to 17%.

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

EWS data indicate that attendance is a potential area of concern.

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

Whigham's highest priorities indicate a need to monitor all Tiers of Instruction. We also need to ensure small group instruction is implemented with fidelity.

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 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 2021 - 2022 NGSSS data, 61% of 5th grade students scored on a proficient performance level as compared to the state average of 51% and the district average of 50%.The 2022 - 2023 NGSSS data indicates our greatest decline of proficiency to 41%. Contributing factors include a lack of experiential lab activities, Tier 1 instruction was not consistently delivered with fidelity, and the use of data tracking (throughout the year) was inconsistent. Based on the data and the identified contributing factors, we will implement the Targeted Element of Science.

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

With the implementation of evidence based interventions, 62% of students will demonstrate proficiency on the NGSSS Science Statewide Assessment by May 2024.

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

Administration will conduct instructional walk-throughs. Collaborative planning meetings will be monitored with the Leadership Team to observe progress of the Tier 1 instruction and data. In conjunction, students' data will be reviewed monthly to observe progress. We will create a tracker to monitor topic assessments. The data collected will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Additionally, tutoring and hands-on Science inquiry labs and field trips will be provided for students who are not showing growth on topic assessments.

Person responsible for monitoring outcome:

Shandra Colzie (sc2020@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.)

Our school will focus on the evidence-based intervention by providing Tier 2 students with Extended Opportunities (P.M. Tutoring) and hands-on Science Inquiry. This will assist in accelerating the proficiency of our Tier 2 students as it is a systematic approach of instruction to meet the students' needs. Tutoring instruction will be monitored using "Check for Understanding" questions to drive instructional planning and delivery.

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

Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. During extended opportunities, we will ensure that teachers are using the core curriculum, relevant and aligned data to plan lessons that are customized to students' needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

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.

We plan to configure a Science Lab for Kindergarten - 5th graders to utilize for Science Inquiry experiences and make real-world connections with the textbook. An Inquiry Lab schedule will be created and posted for classes to follow. Administration will schedule weekly walkthroughs to monitor the implementation of the schedule and the hands-on implementation by teacher and students.

Person Responsible: Shandra Colzie (sc2020@dadeschools.net)

By When: August 14 - September 29 Full implementation of Science Lab visits per grade level by September 29th.

Collaborative planning will take place to ensure the pacing guide is followed and Interactive Notebooks and created and used as a reference with fidelity. Teachers will use the District calendar as a guide to maintain alignment with the District's expectations.

Person Responsible: Shandra Colzie (sc2020@dadeschools.net)

By When: August 14 - September 29 Full implementation of initiating Interactive Notebooks by September 29th

A meeting with the Science Liaison will take place to schedule and post collaborative planning sessions. Sessions will take place to ensure the pacing guide is followed and alteranate collaborative Science sessions are implemented in order to enhance and connect textbook learning and make real world connections after reading the Science text.

Person Responsible: Shandra Colzie (sc2020@dadeschools.net)

By When: August 14 - September 29 .

#2. Instructional Practice specifically relating to ELA

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

According to the 2022 - 2023 PM3 data, 53% of 3rd grade students were proficient in ELA as compared to the state average of 50% and District average of 51%. Based on the data identified, contributing factors of: students' reading comprehension (Tier Instruction) limits the ability to master grade level tasks and lessons plans that do not set high expectations. Based on the data and the identified contributing factors, we will implement the Targeted Element of ELA.

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

With the implementation of evidence based interventions, 62% of students will demonstrate proficiency on the F.A.S.T. ELA Assessment by May 2024.

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

Administration will conduct instructional walk-throughs. Collaborative planning meetings will be monitored with the Leadership Team to observe progress of the Tier 1 instruction and data. In conjunction, students' data will be reviewed monthly to observe progress. We will create a tracker to monitor topic assessments. The data collected will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Additionally, tutoring will be provided for those students who are not showing growth on topic assessments.

Person responsible for monitoring outcome:

Shandra Colzie (sc2020@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.)

Our school will focus on the evidence-based intervention by providing Tier 2 students with Extended Opportunities (A.M. Tutoring).Extended Learning Opportunities are activities designed to provide learning opportunities for students beyond the school day as well as enrichment opportunities for students. This will assist in accelerating the proficiency of our Tier 2 students as it is a systematic approach of instruction to meet the students' needs. Tutoring instruction will be monitored using "Check for Understanding" questions to drive instructional planning and delivery.

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

Implementing extended opportunities will ensure that teachers are using the core curriculum, relevant and aligned data to plan lessons that are customized to students' needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

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.

We plan to schedule data chats with individual teachers while teachers are administering PM 1. Data Chats will take place immediately following PM1. We plan to discuss individualized data in the form of buckets to set classroom goals for the upcoming PM2 window.
Following individual data chats, Grade Level Data Chats will take place. Grade Levels will discuss individual data, collaborate and set grade level goals for PM2 (Reading and Math).

Person Responsible: Shandra Colzie (sc2020@dadeschools.net)

By When: August 14 - September 29 Individual Data Chats will begin August 29th. Grade Level Data Chats will take place September 11th.

Administration will conduct consistent Walkthroughs during Tier 1 Instruction. Targeted Look-Fors will be established to set expectations during the walkthrough, when administration provides teacher feedback, and when the teachers receive teacher feedback. Look-Fors will allow teachers to demonstrate the use of Planning Cards that are necessary for teachers to implement during instruction because they allow proper alignment to the tested standards.

Person Responsible: Shandra Colzie (sc2020@dadeschools.net)

By When: August 14 - September 29 Targeted Look-Fors will be fully implemented by September 29th.

Teachers will use the PM3 (22-23) and PM 1 (23-24) data, to identify and execute Extended Learning Oppportunities/A.M., such as A.M. Tutoring and Tier 2 and Tier 3 Interventions. Tier 2 and Tier 3 students will attend Reading and/or Math Tutoring every morning from 7:30 a.m. - 8:30 a.m. Tier 2 and Tier 3 students will receive remedial instruction from Math and Reading teachers.

Person Responsible: Shandra Colzie (sc2020@dadeschools.net)

By When: August 14 - September 29 Full Implementation by September 29th.

#3. Positive Culture and Environment specifically relating to Early Warning System

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.

Our attendance rate indicates that we have 11% of students attend school 90% of the time. Based on the data review, our school will implement the Targeted Element of Student Attendance. Students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency on state and progress monitoring assessments. We recognize the need to tailor out 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 Early Warning Signs related to Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance of (16 - 30 absences) will decrease and the percentage of our students who attend school 90% of the time, will increase 5 percentage points by June 2023.

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

The Leadership Team along with the Attendance Review Committee (ARC) will meet monthly to plan how to connect with families who struggle with attendance and identify the root cause for absences, creating a plan of action to ensure students improvement in attendance. The ARC will plan regular student incentives to promote attendance, monitor the Truancy Intervention Report on a weekly basis with emphasis on attendance trends for students with excessive absences. Home visits and address verification will be conducted by the Community Involvement Specialist, and truancy packets and meetings with parents will be held accordingly by the ARC Team and i-Attend Specialist. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made as necessary. Also, a designated bulletin board will be used as out monthly Attendance tracker. Grade Levels with the most perfect attendance record (Monthly) will be recognized and awarded.

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.)

Within the Targeted Element Early Warning Signs related to Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance. Attendance initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of 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 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.

Conduct our first Attendance /Truancy meetings (once a month) to discuss the School's Attendance Policy, truancy, monitor daily attendance, and plan incentives.

Person Responsible: Shandra Colzie (sc2020@dadeschools.net)

By When: August 14 - September 29

The Attendance /Truancy Team will meet monthly to monitor for the month. Also, attendance will be monitored daily to ensure we adhere to the attendance that is created by the District.

Person Responsible: [no one identified]

By When: August 14 - September 29

Celebrate students who have met the attendance goal per the nine week period.

Person Responsible: Shandra Colzie (sc2020@dadeschools.net)

By When: August 14 - September 29

We plan to incorporate a Bulletin Board to display attendance success and promote incentive for students or grade levels who demonstrate and increase in attendance.

Person Responsible: Shandra Colzie (sc2020@dadeschools.net)

By When: August 14 - September 29

#4. ESSA Subgroup specifically relating to

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.

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

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

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.)

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

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.

No action steps were entered for this area of focus

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 PM3 data, 51%of 3rd grade students scored below the the 40th percentile on the ELA assessment. Based on the data identified, contributing factors of: students' foundational reading, language, an vocabulary skills (Tier Instruction) limits the ability to master grade level tasks and lessons plans that do not set high expectations. Based on the data and the identified contributing factors, we will implement the Targeted Element of of ELA.

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

According to the 2022-2023 PM3 data, 51%of 3rd grade students scored below the the 40th percentile on the ELA assessment. Based on the data identified, contributing factors of: students' reading comprehension (Tier Instruction) limits the ability to master grade level tasks and lessons plans that do not set high expectations. Based on the data and the identified contributing factors, we will implement the Targeted Element of of ELA.

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of Interventions and foundational skills, 54% of students will demonstrate proficiency on the F.A.S.T. ELA Assessment by May 2024.

Grades 3-5 Measurable Outcomes

With consistent implementation of Sample Response Mechanisms, 54% of students will demonstrate proficiency on the F.A.S.T. ELA Assessment by May 2024.

Monitoring

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

Administration will conduct instructional walk-throughs during scheduled Intervention times to ensure Interventions are conducted with fidelity . Teachers will be provided feedback based on observations and with expectations aligned with the Kinder - 5th framework. Ongoing montoring os student progress will enable the teacher to analyze a student's current performance level, as well as throughout the year.

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

Colzie, Shandra, sc2020@dadeschools.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

   ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

   ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

   ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Our school will focus on the evidence-based intervention by providing 3rd Grade Tier 2 students with Extended Learning Opportunities (A.M. Tutoring) and consistent Interventions for the Kindergarten students. This will assist in accelerating the proficiency of our Tier 2 students as it is a systematic approach of instruction to meet the students' needs. Tutoring instruction Interventions will be monitored using "Check for Understanding" questions and Skill Check to drive instructional planning and delivery.

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?

Implementing extended opportunities and Interventions will ensure that teachers are using the core curriculum, the Intervention calendar, relevant and aligned data to plan lessons that are customized to students' needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

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
Data Analysis will be conducted after the following assessments have been administered: district progress monitoring assessment (bi-weekly data analysis), F.A.S.T. state assessment (quarterly data analysis), and i-Ready academic progress monitoring period (quarterly data analysis). As a result of consistent data analysis, teachers will be able to identify students' academic gaps and adjust their instruction to ensure that the gaps in knowledge are closed in ELA	Colzie, Shandra, sc2020@dadeschools.net
Consistent monitoring of Tier 1 Instruction will be conducted to ensure effective and consistent usage of planning cards and RWCs are implemented. As a result of consistent walkthroughs, administration will gather data on the quality of instruction, and identifty areas of strengths, weaknesses and academic gaps.	Colzie, Shandra, sc2020@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 the following way:
• The SLT selects the Areas of Focus that are aligned to the specific data points, analyzes the possible solutions to determine a targeted element, writes an Area of Focus and Rationale, and Identifies an Evidence-based Intervention that will help to drive each targeted element.
• During Phase II (Aug 14-Sep 29), our region will review the SIP and the Educational Excellence School Advisory Council (EESAC)- comprised of teachers, parents, students and members of the community. The Educational Excellence School Advisory Council will review, will provide recommendations, and will give the final approval of the SIP.
• Our school will conduct the Annual Parent Meeting at the beginning of the school year to inform parents of their school's participation in the Title I Program, to explain the parental requirements in Every Student Succeeds Act, and to explain the rights of the parents to be involved in the decision-making

process. In addition, during this annual event, the SIP will be presented in language all parents can understand.
• Parents will be included as active members of Educational Excellence School Advisory Councils and other important decision-making bodies.
•The SIP will be posted and made available to all stakeholders on the school's website http://whigham.dadeschools.net/ and will also be available in the school's main office and the school's Parent Resource Center.

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))

We plan 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 the following ways:
• Parents and families will be invited to develop the Title I School-Level Parent and Family Engagement Plan which serves as the official District-Level Parent and Family Engagement Plan (PFEP) required by "Every Student Succeeds Act" for schools implementing the Title I program. This plan will be developed jointly with and agreed upon by parents and family members of children attending our school. Parents in our school be involved in the annual evaluation and redesign of the content and effectiveness of the PFEP.
• School Activities such as Open House, Parent Workshops, Father's in Education, Volunteer Breakfast , and Parent Night, among other activities, will be held to build positive relationships with parents, families and other community stakeholders.
• Parents will be invited to develop, with the school, the annual Title I School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This compact will also identify how the school and parents will build and develop a partnership to help children achieve the State's high academic standards.
• To identify barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, the school will provide parents the School Climate Survey and the Title I Parent and Family Engagement Survey and will make written recommendations for improvement. The findings will be used to design strategies for more effective parental involvement and to revise existing parental involvement policies.
• Our school will conduct the Annual Title I Parent Meeting to inform parents of our school's participation in the Title I Program to explain the parental requirements in Every Student Succeeds Act and to explain the rights of the parents to be involved in the decision-making process.
• Parents will be included as members of Educational Excellence School Advisory Council.
• In order to assist parents, resources will be made available at our school including copies of class schedules, coursework, and homework assignments, grade level course objectives, class requirements, and student performance data. School Calendars and student performance on Statewide assessments will also be available for parents.

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 in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum the following ways:
• Conduct focused collaborative planning sessions that focus on how to maximize the instructional time and address the diverse needs of the learners.

• Deliver professional learning activities to assist teachers in the implementation of best practices and strategies to improve student achievement.
• Meet with the SLT quarterly to review student data and provide recommendations to teachers.
• Provide intervention and tutorial programs to remediate deficiencies in students not meeting proficiency in core subjects.
• Our school uses the early warning system to identify at risk students, target interventions and evaluate long term causes and patterns. Prior to the beginning of the year, the School's Leadership Team (SLT) reviews student data with the faculty and staff. Data including test scores, ESE information and parent/teacher information are used to place students in appropriate homerooms and accelerated classes.
• Students who did not meet high standards on the state-wide assessments are placed in Tier 2 and Tier 3 interventions and are monitored by the MTSS/RtI Leadership Team to ensure adequate progress is made throughout the year.
• In addition, Tier 2 and Tier 3 students are provided additional support by the teacher during the core subjects through small group or individualized instruction. After school tutoring is also offered to these students to help them narrow their achievement gap
• Deliver STEAM lessons and activities that will engage and prepare all our students in Science, Technology, Engineering, Art and Mathematics (STEAM) to ensure our community has the next generation of inventors, explorers, innovators, artists and leaders.
•Create accelerated classes to nurture academically talented students through programs that provide for the maximum development of each student's academic talents as demonstrated by a need for differentiated services, successful classroom performance, and educational opportunities that are challenging, accelerated, enriched, and innovative.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The School counselor promotes achievement through an annual comprehensive school counseling program that incorporates academic, career, and social emotional activities and resources. The program provides education, prevention and intervention activities, for students to use in all aspects of their lives. The program teaches knowledge, attitudes and skills students need to acquire for academic, career and social/emotional development success. The School Counselor and Mental Health Coordinator work collaboratively with teachers, parents and administrators to identify students in need of counseling services. The Counselor meets with students to identify needs and plan interventions accordingly. If long term services are required student is referred to outside agencies approved by MDCPS.

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))

Our school engages in many activities which prepare students for postsecondary academic success and facilitation of students' transition into postsecondary education and training the following ways:
•A School-Wide Career Day is conducted exposing student to presentations on various careers for their consideration.
•Students receive a classroom guidance lesson which presents various career pathways available to 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 schoolwide tiered model to prevent and address problem behavior, and early intervening services is implemented the following way:
•Our school uses the early warning system to identify at risk students, target interventions and evaluate long term causes and patterns. Prior to the beginning of the year, the School's Leadership Team (SLT) reviews student data with the faculty and staff. Data including test scores, ESE information and parent/teacher information are used to place students appropriate homerooms and intervention classes.
• Students who did not meet high standards on the state-wide assessments are placed in Tier 2 or Tier 3 interventions and are monitored by the MTSS/RtI Leadership Team to ensure adequate progress is made throughout the year.
• In addition, these students are provided additional support by the teacher during the core subjects through small group or individualized instruction. After school tutoring is also offered to these students to help them narrow their achievement gap.
• The Attendance Review Committee (ARC) comprised of the Assistant Principal, Counselor, Community Involvement Specialist, in the beginning of each school year also reviews reports to identify and target students who had attendance below 90 percent. Parents are contacted and a meeting is convened during the first nine weeks of school to develop a plan to assist with attendance. For students whom were suspended the previous year, the school counselor meets with the teacher(s) of the students to review students' Behavior Intervention Plan and to review procedures in place to monitor students' behavior..
• To optimize student engagement during instructional time, throughout the day, teachers acknowledge and reward students whom exhibit positive behaviors.
• Teachers monitor students' positive behavior by providing them with incentives and rewards.
• For students whom do not meet the appropriate expectation, referrals to the MTSS/RtI Leadership Team are submitted. The MTSS/RtI Leadership Team collaborates with teachers to identify students whom are having challenges meeting positive behavioral expectations and assist teachers in the development and monitoring of behavior interventions including: Functional Behavior Assessment (FBA), Behavior intervention Plan (BIP) and implementation of Positive Behavior Support Program. In addition, teachers use the differentiation of instruction approach to meet the needs of all students

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))

To improve instruction and use of data from academic assessments, the following takes place:
• Teachers and other school personnel are encouraged to register to participate in professional learning opportunities provided by the district's Office of Professional Learning & Career Development throughout the school year. The district's Office of Professional Learning & Career Development provides research-based learning experiences, programs, and resources for teachers, school administrators, and support personnel to promote the implementation of proven instructional and leadership practices that support student learning gains.
• During the months of August and October, when MDCPS offers district-wide professional learning

days, our school also delivers relevant courses at our school site. These Professional learning
• Each year the leadership team invites teachers to become school liaisons. School liaisons communicate on a regular basis with the school administration and the District's Science, Reading, and Math offices. These teachers attend professional learning and carry lessons learned back to the school site to share with colleagues and school site administrators.
• During the summer, our teacher leaders participate in MDCP' "Synergy", a three-day period, in which participants are exposed to interactive professional learning surrounding three areas of focus: strategic planning; maximizing professional learning; and content-specific instructional strategies.

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 uses the following strategies to assist preschool children in the transition from early childhood education programs to local elementary school programs:
• MDCPS Title I administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through two full time highly qualified teachers, a full-time and a part-time paraprofessional.
School implements the transition to Kindergarten Initiative to support pre-kindergarten's transition to kindergarten.
• Transition to Kindergarten (TTK) Ambassadors provide technical assistance and support to all stakeholders involved in the transition of children from privately-owned Pre-kindergarten programs to kindergarten classes at participating M-DCPS schools to help promote kindergarten readiness.
• Our school's TTK schedules On-site Visits with early learning centers to develop relationships and support increased readiness between our and the private sector.
• Field trips to visit our school are planned for students attending neighboring programs/centers. These students are provided opportunities to visit kindergarten classrooms and experience a day in a kindergarten class.
• Parent Workshops to provide guidance and support for families/guardians to ensure a smooth and positive experience during the transition process.
• Prior to the end of the school year, our school provides all parents with children transitioning to Kindergarten, a "A Transition to Kindergarten LET'S GET READY! For Families Tool Kit" . The kit, available in English, Spanish, and Creole, was developed by MDCPS Department of Early Childhood Programs to support families with rising kindergarteners during the summer. This toolkit is used by Pre-K teachers as part of their end of year communication with families.

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: Science	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
4	III.B.	Area of Focus: ESSA Subgroup:	$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