

Miami-Dade County Public Schools

Henry H. Filer Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	25
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	25
VII. Budget to Support Areas of Focus	0

Henry H. Filer Middle School

531 W 29TH ST, Hialeah, FL 33012

<http://filer.dadeschools.net/>

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

At Henry H. Filer Middle School, our mission is to enrich the community through a multicultural educational experience. This sets the groundwork for high school and prepares students to become productive members of the workforce and of society in advanced technological age. The school addresses the needs of the whole child, and the school provides a center for community activities.

Provide the school's vision statement.

At Henry H. Filer Middle School, our vision is to prepare students to reach their maximum potential. The school's educational community and stakeholders are dedicated to educating students so that they become lifelong learners in a complex and competitive society. We will continue to enrich the community through the development of the academic program and enhancement of technology, with emphasis on character education, so that students become productive citizens.

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
Bellmas, Rene	Principal	Provides a vision for the school in order to guide the implementation of data decision making in the classroom and teaching practices and communicates all progress and monitoring with all stakeholders. Assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff and oversees facilities.
Gomara, Mayte	Assistant Principal	Monitor and assist all leadership team members to ensure all teachers are provided with the appropriate materials, district resources, and appropriate professional development for effective teaching. Oversee school operations and mitigate concerns to include but not limited to: school management, student activities, student services, community relations, personnel, and curriculum instruction.
Gamboa, Natalie	Reading Coach	Assists in guiding common planning and the development of instructional focus within the ELA department. Monitors the utilization of all district and region resources for instruction, plans and delivers lessons, administers assessments, uses data to provide differentiated instruction, and participates in the planning and delivery of professional development for staff.
Valverde, Rebeca	Instructional Media	Assists in guiding common planning and the development of instructional focus within the Innovation Center. Monitors the utilization of all district and region resources for instruction, plans and delivers lessons, administers assessments, uses data to provide differentiated instruction, and participates in the planning and delivery of professional development for staff.
Triana, Georgina	Teacher, K-12	Ensure that all technological resources are being provided to teachers for effective instructional practices. Assists in guiding common planning and the development of instructional focus within the Social Studies department. Monitors the utilization of all district and region resources for instruction, plans and delivers lessons, administers assessments, uses data to provide differentiated instruction, and participates in the planning and delivery of professional development for staff.
Gonzalez, Susana	ELL Compliance Specialist	Assists in guiding common planning and the development of instructional focus within the ELL department. Monitors the utilization of all district and region resources for instruction, plans and delivers lessons, administers assessments, uses data to provide differentiated instruction, and participates in the planning and delivery of professional development for staff.

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 such as business and community leaders as well as families, staff, and students, will be invited to participate in ESSAC meetings to further collaborate in the creation and implementation of the SIP and action plans. Families, students, and staff will be asked to provide feedback in the school climate survey as well as independent surveys. Leadership teams will meet on a regular basis to collaborate, plan, and implement the action steps developed for the SIP plan.

SIP Monitoring

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

The SIP will be monitored by the ESSAC members and leadership team multiple times throughout the year through progress monitoring, classroom walk-throughs, common planning, and staff feedback to ensure implementation and the effectiveness of the implemented action steps. Upon examination of the action steps, it can be modified to continue to promote academic success in meeting the state's academic standards to ensure continuous academic improvement. The leadership team will meet monthly and share updates on student progress. The data gathered will be shared with stakeholders, staff, and students on a regular basis.

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)	Middle School 6-8
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	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C

*2022-23 school grades will serve as an informational baseline.	2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	18	17	25	60
One or more suspensions	0	0	0	0	0	0	0	6	13	19
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	8	14	5	27
Course failure in Math	0	0	0	0	0	0	34	11	10	55
Level 1 on statewide ELA assessment	0	0	0	0	0	0	113	112	137	362
Level 1 on statewide Math assessment	0	0	0	0	0	0	102	86	99	287
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	134	150	174	458
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	98	87	102	287

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	0	0	0	5	1	0	6
Students retained two or more times	0	0	0	0	0	0	4	2	3	9

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	24	36	41	101
One or more suspensions	0	0	0	0	0	0	0	28	22	50
Course failure in ELA	0	0	0	0	0	0	9	29	16	54
Course failure in Math	0	0	0	0	0	0	23	9	7	39
Level 1 on statewide ELA assessment	0	0	0	0	0	0	40	79	74	193
Level 1 on statewide Math assessment	0	0	0	0	0	0	37	107	72	216
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	64	115	109	288

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	45	95	77	217

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	6	7	4	17
Students retained two or more times	0	0	0	0	0	0	1	8	7	16

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	17	29	39	85
One or more suspensions	0	0	0	0	0	0	6	13	16	35
Course failure in ELA	0	0	0	0	0	0	16	4	5	25
Course failure in Math	0	0	0	0	0	0	11	11	15	37
Level 1 on statewide ELA assessment	0	0	0	0	0	0	126	149	108	383
Level 1 on statewide Math assessment	0	0	0	0	0	0	99	106	69	274
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	101	106	80	287

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	101	106	80	287

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	56	49	44	55	50	38		
ELA Learning Gains				58			43		
ELA Lowest 25th Percentile				52			35		
Math Achievement*	42	60	56	36	43	36	33		
Math Learning Gains				55			36		
Math Lowest 25th Percentile				51			39		
Science Achievement*	49	55	49	49	54	53	47		
Social Studies Achievement*	70	72	68	71	64	58	51		
Middle School Acceleration	69	74	73	65	56	49	83		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	50	50	40	63	77	76	61		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	325
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	544
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	30	Yes	4	1
ELL	42			
AMI				
ASN				
BLK				
HSP	54			
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	54			

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	37	Yes	3	
ELL	50			
AMI				
ASN				
BLK				
HSP	54			
MUL				
PAC				
WHT				
FRL	55			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			42			49	70	69			50
SWD	25			31			25	41			5	27
ELL	29			32			32	61	47		6	50
AMI												
ASN												
BLK												
HSP	44			41			49	70	67		6	50
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	43			41			48	73	71		6	49

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	44	58	52	36	55	51	49	71	65			63
SWD	16	40	46	11	47	52	23	41				59
ELL	33	55	53	28	52	51	32	64	67			63
AMI												
ASN												
BLK												
HSP	43	58	52	36	54	51	48	71	66			63
MUL												
PAC												
WHT												
FRL	44	58	52	37	55	53	49	72	66			64

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	38	43	35	33	36	39	47	51	83			61
SWD	18	28	26	11	26	28	13	25				59
ELL	31	41	36	29	37	39	37	47	85			61
AMI												
ASN												
BLK												
HSP	37	42	36	33	36	39	48	52	84			61
MUL												
PAC												
WHT	55	64		36	27							
FRL	37	44	35	32	36	38	47	49	82			61

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	21%	50%	-29%	47%	-26%
08	2023 - Spring	34%	51%	-17%	47%	-13%
06	2023 - Spring	26%	50%	-24%	47%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	35%	58%	-23%	54%	-19%
07	2023 - Spring	27%	48%	-21%	48%	-21%
08	2023 - Spring	39%	59%	-20%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	33%	40%	-7%	44%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	66%	56%	10%	50%	16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	65%	32%	63%	34%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	68%	-18%	66%	-16%

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.

Based on the 2023 FAST PM3, the data component that reflected the lowest performance was 7th-grade ELA, with a proficiency percentage of 22%, and 7th-grade Mathematics, with a proficiency percentage of 27%. The contributing factor was student engagement. Based on staff feedback and large class sizes due to the influx of new students with limited English proficiency. These factors contributed to last year's low performance in ELA and Math.

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

The data component that showed the greatest decline from the prior year was 7th-grade ELA. In the 2021-2022 school year, the proficiency rate was 46% on the FSA in comparison to 22% in the FAST PM3. It demonstrated a decrease of 24 percentage points. The factor that contributed to this decline was student engagement due to the fact that all teachers had a large influx of limited English proficient students, which required teachers to dedicate time to teaching students how to assimilate to the curriculum and overall school environment.

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.

Based on data from the 2023 FAST PM3, 7th-grade reading reflected the greatest gap with an average score of 309, a difference of 19 points when compared to the state average of 328. The factor that contributed to this gap was limited critical thinking and reading skills as well as a lack of academic vocabulary.

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

Based on data from the 2023 FAST PM 3, 8th grade mathematics showed the most improvement with an increase of 16 percentage points in proficiency. The new actions that the school took in this area was pull-out intervention done with fidelity to help the lower-performing students.

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

After reviewing the EWS data from Part I, two areas of concern have emerged regarding student performance. The first area of concern relates to student attendance, where there are notable issues that require attention. The second area of concern pertains to students scoring at Level 1 or Level 2 in both Reading and Mathematics, indicating a need for improvement in these subjects.

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

In the upcoming school year, the highest priorities for school improvement will focus on English Language Arts (ELA) in the intermediate grades. The primary objective is to enhance ELA instruction and support for students in these grade levels. Additionally, there is a strong emphasis on increasing intervention and push-in support with fidelity, ensuring that targeted interventions are implemented effectively and integrated into the regular classroom setting.

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 Student Engagement**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 2022-2023 FAST PM3 data, 22% of 7th-grade students were proficient in ELA as compared to the state average of 47% and the District average of 50%. Based on the data and the identified contributing factors of high numbers of ELL students, student engagement, and new teachers to the school and subject area, we will implement school-wide reading strategies and implement differentiated instruction.

Measurable Outcome:

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

With the implementation of school-wide reading strategies and differentiated instruction to ensure students are engaged, students will increase their academic performance by 10 percentage points on the last (PM3) ELA Progress Monitoring Assessment 2023-2024.

Monitoring:

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

Ongoing Progress Monitoring (PM1-PM3) and i-Ready reports will be actively monitored by instructional leaders, ELA teachers, and EDGE teachers. Administrators will review lesson plans for differentiated instructional rotations and the implementation of school-wide reading strategies.

Person responsible for monitoring outcome:

Mayte Gomara (gomaramayte@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.)

The evidence-based interventions that will be implemented will be school-wide reading strategies that will be implemented quarterly and will be driven by the results of the Progress Monitoring assessments. Differentiated instruction will be implemented in all ELA and Reading classes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies were selected based on the performance of students in the area of ELA on the Progress Monitoring Assessments which indicated that students achievement will increase when the usage of differentiated instruction and school -wide reading strategies are implemented on a consistent basis.

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.

9/15/23-10/30/23-Retrieve pertinent information from past state and district assessments, as well as ongoing Progress Monitoring report from PM 1 from F.A.S.T. This endeavor will enhance teachers' understanding of their students' data, ultimately guiding focused instructional strategies.

Person Responsible: Mayte Gomara (gomaramayte@dadeschools.net)

By When: 9/15/23-10/30/23

9/15/23-10/30/23-An action plan (intervention) will be formulated by employing the B.E.S.T. standards' instructional methodologies. Teams will collaboratively devise Differentiated Instruction (DI) plans tailored to each class, utilizing the provided intervention resources. This approach will facilitate the implementation of DI throughout essential areas of need.

Person Responsible: Natalie Gamboa (232443@dadeschools.net)

By When: 9/15/23-10/30/23

9/15/23-10/30/23- The objective is to create and execute an inclusive school-wide reading strategy seamlessly woven into every academic discipline. This strategy aims to foster a comprehensive reading culture across the school, ensuring that effective reading practices become an integral part of student's learning experience in all classes, thereby enhancing their overall academic achievement and critical thinking skills.

Person Responsible: Natalie Gamboa (232443@dadeschools.net)

By When: 9/15/23-10/30/23

#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.

The decision to focus on staff morale was initiated to address a decrease in the 2022-2023 School Climate Survey feedback from staff. In the area of staff morale, 29% of teachers strongly agree/agreed that staff morale is high as compared to 2022-2021 of 36%. This indicates a decrease of 7 percentage points. This data indicates that there is a critical need to increase staff morale and overall staff positivity. By integrating a weekly mindfulness activity, both students and teachers will experience a reduction in stress and burnout. This practice contributes to enhancing teacher's well-being, social aptitude, and capacity to concentrate on their professional endeavors.

Measurable Outcome:

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

The specific, measurable outcome the school plans to achieve through the implementation of the "Mindful Classroom Practices" intervention is a 20% reduction in reported student stress levels, as evidenced by pre- and post-intervention surveys administered to all students.

Monitoring:

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

By combining quantitative data analysis, such as the Baseline Assessment, with qualitative insights from stakeholders from the climate survey, the monitoring process ensures a comprehensive evaluation of the intervention's impact on reducing student stress levels. This approach allows the school to make informed decisions for continuous improvement.

Person responsible for monitoring outcome:

Mayte Gomara (gomaramayte@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.)

Mindfulness

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mindfulness is the practice of being in a state of active and open attention in the present. Research suggests that in an educational setting, practicing Mindfulness can benefit students' well-being, social skills, ability to focus, and academic performance. Mindfulness may also reduce stress and burnout for teachers and administrators. The key element to successful Mindfulness practices is to incorporate consistent times for practice throughout the school week, as little as 10-15 minutes at a time can be beneficial.

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.

09/05/23-09/08/23- Administer a pre-intervention survey to assess student stress levels and their stress management capabilities.

Person Responsible: Mayte Gomara (gomaramayte@dadeschools.net)

By When: 09/05/23-09/08/23

09/11/23-09/25/23- Reintroduce the Headspace application to teachers and demonstrate its usage. Counselors will formulate engaging activities for "Wellness Week" aimed at students. Consequently, teachers will gain familiarity with the application's advantages and its practical applications. Additionally, students will have the chance to explore diverse coping techniques and strategies.

Person Responsible: Mayte Gomara (gomaramayte@dadeschools.net)

By When: 09/11/23-09/25/23

Create a Restorative Justice Practices (RJP) space designed for students to recenter, problem-solve, and acquire conflict resolution skills. This initiative aims to cultivate mindfulness and enhance students' proficiency in addressing challenges constructively, leading to improved problem-solving abilities.

Person Responsible: Mayte Gomara (gomaramayte@dadeschools.net)

By When: 09/05/23-10/30/23

#3. Instructional Practice specifically relating to Intervention

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.

The need for small group intervention arises from a comprehensive analysis of student performance data where the lowest proficiency percentage was 22% in 7th grade ELA as well, and SWD scored below 41% on the federal percentage of points, which highlights distinct areas of concern that warrant targeted and personalized approaches to learning. This data review underscores that a significant subset of students is not achieving expected proficiency levels in ELA, revealing a gap between their current performance and county and state scores.

Measurable Outcome:

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

The specific, measurable outcome the school plans to achieve is to increase the average proficiency levels of students participating in small group instruction by a minimum of 15% in ELA, as demonstrated by their performance on progress monitoring assessments conducted at regular intervals throughout the academic year.

Monitoring:

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

The instructional coach alongside administration will monitor academic progress through Progress Monitoring, iReady, and Topic Assessments quarterly and engage stakeholders in data-informed discussions. The school will ensure that the desired outcome of improved proficiency levels in ELA is being effectively pursued and achieved.

Person responsible for monitoring outcome:

Natalie Gamboa (232443@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.)

Intervention

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.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

An intervention action plan will be formulated by implementing the B.E.S.T. standards instructional practices. Teams will create Differentiated Instruction (DI) plans for each class, incorporating intervention

resources. This approach will lead to the comprehensive implementation of DI strategies across all essential areas of need.

Person Responsible: Natalie Gamboa (232443@dadeschools.net)

By When: 08/28/23-10/30/23

Provide school-wide Professional Development for teachers to effectively Utilizing PowerBi for instructional purposes will lead to teachers acquiring essential abilities in leveraging available data to cultivate a flexible learning environment, consequently amplifying academic learning outcomes.

Person Responsible: Natalie Gamboa (232443@dadeschools.net)

By When: 08/15/23

Gather pertinent information from past state and district assessments, in addition to ongoing Progress Monitoring outcomes from F.A.S.T. This process will enhance teachers' familiarity with student data, subsequently steering targeted instructional approaches.

Person Responsible: Natalie Gamboa (232443@dadeschools.net)

By When: 08/21/23-08/25/23

#4. ESSA Subgroup specifically relating to Students with Disabilities

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.

Building upon the insights from the 2022-2023 F.A.S.T. proficiency data, our focus is to substantially enhance the proficiency level in English Language Arts (ELA) for Students with Disabilities (SWD). Presently, our SWD cohort exhibits an ELA proficiency rate of 15% as compared to the 38% proficiency rate of our students, indicating a significant imperative for improvement within this subgroup. Our school is dedicated to enacting a comprehensive strategy to elevate SWD's ELA proficiency.

Measurable Outcome:

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

By the conclusion of the upcoming academic year, as evidenced by the 2023-2024 F.A.S.T. proficiency assessment, our aim is to elevate the ELA proficiency rate for Students with Disabilities (SWD) from the current 15% to 25%. This 10% advancement in proficiency will be realized through the strategic implementation of differentiated instruction, tailored learning interventions, and specialized educational opportunities designed specifically for SWD. Throughout the year, consistent monitoring of progress and rigorous data analysis will be conducted to gauge the effectiveness of our interventions and to enable timely refinements.

Monitoring:

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

The ESE Specialist will conduct weekly monitoring of i-Ready usage and ongoing progress reports. During collaborative planning sessions, administrators will review lesson plans to assess alignment with B.E.S.T. standards and the integration of ESE strategies within the various components of the lesson plan.

Person responsible for monitoring outcome:

Natalie Gamboa (232443@dadeschools.net)

Evidence-based Intervention:

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

Differentiated Instruction is an effective teaching framework or philosophy that entails offering diverse learning pathways to individual students. This encompasses various aspects such as acquiring content, processing information, constructing understanding, and developing both teaching materials and assessment approaches. The goal is to ensure optimal learning for all students in a classroom, irrespective of their varying abilities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The decision to adopt this strategy was grounded in evidence-based research, underscoring that Differentiated Instruction (DI) enhances student achievement through consistent and proficient data utilization. The resources utilized to inform this selection encompassed State and District assessment outcomes, along with progress monitoring reports from i-Ready.

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.

8/15/23- a Professional Development session was delivered to educators, focusing on the proficient integration of differentiated instruction for Students with Disabilities (SWD) in alignment with school objectives driven by data. Consequently, teachers will establish classroom structures that facilitate small group instruction, including designated spaces, individual student folders, and clearly displayed group assignments.

Person Responsible: Natalie Gamboa (232443@dadeschools.net)

By When: 8/15/23

8/30/23-9/15/23- Utilize data from FAST PM1, i-Ready, and unit assessments to pinpoint Students with Disabilities (SWD) and delineate gaps within each class. This process will enable teachers to discern suitable standard-aligned resources for effective instructional planning.

Person Responsible: Mayte Gomara (gomaramayte@dadeschools.net)

By When: 9/15/23-10/30/23

Initiate the execution of i-Ready interventions through the utilization of the toolbox and Differentiated Instruction (DI) planning sheet within the classroom setting. Consequently, students will benefit from supplementary support in their specific target standards. Moreover, select students will receive focused, small-group remediation sessions conducted by the Reading Coach.

Person Responsible: Natalie Gamboa (232443@dadeschools.net)

By When: 9/15/23-10/30/23

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

This process involves a comprehensive assessment of available resources, identification of gaps, and the development of strategies to address those gaps. Collaboration among all stakeholders and a data-driven approach are key elements of this process. The allocation of funding for Additional Targeted Support and Improvement (ATSI) initiatives is achieved through a strategic utilization of multiple funding sources, including Elementary and Secondary School Emergency Relief (ESSER) funds, Title I funds, and hourly funds. These resources are directed toward enhancing educational opportunities, addressing achievement gaps, and providing targeted support to students who need it most. By leveraging ESSER funds to mitigate the impacts of the COVID-19 pandemic, coupling them with the targeted support of Title I funds for economically disadvantaged students, and utilizing hourly funds to maximize instructional time and support services, we are committed to promoting equitable access to high-quality education and ensuring that every student has the opportunity to succeed.

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.

To ensure effective dissemination of critical information regarding our School Improvement Plan (SIP), Unified School Improvement Grant (UniSIG) budget, and Schoolwide Plan (SWP), we have devised a comprehensive strategy targeting various stakeholder groups within our school community. Our approach begins with identifying key stakeholders, such as students, families, school staff, leadership, local businesses, and community organizations, and tailoring our communication to meet their specific needs and preferences. We prioritize clarity and accessibility by creating clear, concise documents translated into multiple languages commonly spoken by our parents. These documents are made available both online through our school's website and in physical form at key locations within our school. We also conduct informational sessions and meetings for parents, ensuring that discussions are conducted in plain language, free from educational jargon, to facilitate understanding. Regular updates are shared through newsletters, parent-teacher conferences, open houses, and social media channels, enabling us to maintain consistent and transparent communication about SIP progress, budget utilization, and noteworthy accomplishments. Additionally, we actively engage local businesses and organizations in our dissemination efforts, encouraging them to participate in our community's educational initiatives. To promote stakeholder engagement, we offer various feedback mechanisms, enabling our community members to contribute their insights, and we promptly respond to their input. Students are actively involved through age-appropriate classroom discussions and initiatives related to the SIP by attending our ESSAC meetings. Ensuring accessibility for individuals with disabilities is a priority, in line with ADA guidelines. Finally, we emphasize the importance of continuous communication and fostering open dialogue with our stakeholders throughout the year to maintain transparency and accountability in our school improvement efforts.

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))

At our school, fostering positive relationships with parents, families, and our wider community is integral to our mission of providing the best possible support to our students. We understand that collaboration and engagement with these essential stakeholders play a crucial role in the holistic development and success of our students. To achieve this, we maintain open communication channels, including newsletters, emails, and in-person meetings every Tuesday, and our website and social media serve as a central hub for information dissemination. We organize family engagement events and advisory committees, which provide platforms for input on school policies and decision-making. Our commitment extends to offering volunteer opportunities and resources, such as workshops, to empower parents in their roles as partners in education. Additionally, our Family Engagement Plan, which outlines our strategies for engaging parents and community stakeholders, is publicly available on our website at <https://henryfilerms.com/>, ensuring transparency and accessibility to all interested parties. Through these efforts, we aim to create a collaborative and supportive school community that enriches the educational experience of our students.

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

Our school is dedicated to the continuous enhancement of our academic program to ensure that every student receives a high-quality education that prepares them for success. We have identified specific strategies to strengthen our academic program and increase the quantity and quality of learning time.

One key aspect of our plan is the allocation of additional resources to support targeted interventions in areas where students may be struggling. By identifying these areas through data analysis and utilizing evidence-based instructional strategies, we aim to provide tailored support to students who need it most.

Additionally, we are committed to expanding our enrichment opportunities, offering advanced coursework, and promoting acceleration for students who are ready for more challenging academic experiences. This includes the development of honors courses and advanced placement options.

Furthermore, we recognize the importance of extending learning time beyond the traditional school day. We plan to implement after-school programs, tutoring services, and summer enrichment programs to provide additional academic support and opportunities for students to excel.

The Area of Focus identified in Part II of our School Improvement Plan aligns with these strategies, ensuring that our efforts are directed toward specific academic needs and measurable outcomes. By strengthening our academic program, increasing learning time, and enriching our curriculum, we are committed to providing our students with the best possible educational experience and preparing them for future success.

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

Our school's improvement plan is thoughtfully developed in coordination and integration with a wide array of Federal, State, and local services, resources, and programs, as mandated under ESSA (Every Student Succeeds Act) Section 1114(b)(5). This collaborative approach ensures that our students receive comprehensive support and that our school's initiatives are aligned with various educational and community resources.

We actively collaborate with Federal programs, such as ESSA Title I, to leverage funding and resources aimed at supporting economically disadvantaged students. Our engagement extends to nutrition programs, where we partner to ensure students have access to healthy meals, which is fundamental to their overall well-being and readiness to learn. In collaboration with housing programs, we address the housing needs of students and families, recognizing the profound impact stable housing has on a child's educational success.

In the realm of career and technical education programs, we align our curriculum and offerings to better prepare students for future career opportunities. Finally, we coordinate closely with schools implementing Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) activities under Section 1111(d) of ESSA to share best practices and strategies for improving student outcomes.

By integrating these various services, resources, and programs into our school's improvement plan, we ensure a holistic and collaborative approach to education that benefits our students and the entire school community. This coordination enhances our ability to address the diverse needs of our students and contributes to the fulfillment of our mission to provide a high-quality education for all.

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))

Our school places a strong emphasis on students' holistic well-being and recognizes that factors outside of academic subject areas can significantly impact their success. To address these needs, we have implemented a range of strategies and support services to enhance students' skills and promote their overall mental and emotional health.

Our counseling services play a central role in providing students with access to professional guidance and support. Our certified school counselors offer individual and group counseling sessions, helping students navigate personal challenges, develop social-emotional skills, and make positive choices. We also collaborate closely with community-based mental health services to ensure that students receive specialized support when needed.

Furthermore, we implement various social-emotional learning programs and character education initiatives to foster emotional intelligence, resilience, and interpersonal skills among our students. These programs are integrated into the school culture and curriculum, creating a supportive and inclusive environment.

Overall, our school is dedicated to ensuring that students receive comprehensive support to thrive not only academically but also socially and emotionally. By offering counseling, school-based mental health services, specialized support services, mentoring programs, and other strategies, we aim to empower our students with the skills they need to succeed in all aspects of their lives.

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 is dedicated to preparing our students for postsecondary opportunities and the workforce, with a strong emphasis on career and technical education (CTE) programs and expanding access to coursework that allows students to earn postsecondary credits while still in high school, as outlined in ESSA 1114(b)(7)(iii)(II).

To achieve this goal, we have developed a comprehensive approach that includes career exploration, guidance, and CTE pathways. We offer a wide range of CTE programs that provide students with hands-on learning experiences in various fields, allowing them to gain practical skills and knowledge that are directly applicable to their future careers. These programs are designed in collaboration with local industry partners to ensure alignment with workforce needs.

Our career counselors work closely with students to help them explore their interests, set career goals, and develop personalized plans for postsecondary success. They provide guidance on the college admissions process, financial aid, scholarship opportunities, and vocational training programs.

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 school has adopted a comprehensive approach to prevent and address problem behavior through the implementation of a schoolwide tiered model, in alignment with ESSA 1114(b)(7)(iii)(III) and coordinated with similar activities and services under the Individuals with Disabilities Education Act (IDEA).

At the core of our approach is the implementation of a Positive Behavioral Interventions and Supports (PBIS) framework, which establishes clear expectations for behavior, teaches social-emotional skills and provides a tiered system of support. Our schoolwide tiered model includes three tiers:

Universal Supports: In the first tier, we focus on universal support, ensuring that all students receive instruction with positive behavior expectations. These expectations are consistently reinforced across all school settings, from classrooms to hallways and the cafeteria. We emphasize the importance of creating a positive school climate that fosters respectful and responsible behavior.

Targeted Interventions: In the second tier, we provide targeted interventions for students who may require additional support. This includes early identification of students at risk for behavior problems and the implementation of evidence-based interventions. Our team of specialists, including behavior interventionists and counselors, work closely with teachers and parents to develop individualized plans to address specific challenges.

Intensive Supports: For students who continue to struggle with problem behavior, we offer intensive support. These students receive highly individualized interventions, including functional behavior assessments and behavior intervention plans. We collaborate with special education professionals to ensure that students with disabilities receive appropriate support in accordance with IDEA.

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))

Our school is committed to continuous improvement in instruction, data utilization, and the recruitment and retention of effective educators, especially in high-need subjects, in accordance with ESSA 1114(b)(7)(iii)(IV).

To achieve this, we have developed a comprehensive approach to professional learning and staff development. Our teachers, paraprofessionals, and other school personnel engage in regular professional development activities tailored to their specific roles and needs. These activities include workshops, seminars, and ongoing training sessions focused on best practices in pedagogy, curriculum development, and assessment.

We prioritize data-driven decision-making by providing training on the effective use of academic assessments. Teachers are guided on how to analyze assessment data to identify student strengths and areas for improvement. This data-informed instruction helps educators tailor their teaching strategies to meet the diverse needs of their students effectively.

In summary, our school's commitment to professional learning, data utilization, and teacher recruitment and retention aligns with ESSA requirements. By providing targeted professional development, supporting data-informed instruction, and investing in our educators' growth and well-being, we aim to improve instruction, student outcomes, and the overall quality of education we offer.

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

N/A