# Country Club Middle School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

## Table of Contents

# Country Club Middle School

## 18305 NW 75TH PL, Miami Lakes, FL 33015

### http://countryclubmiddle.dadeschools.net

### School Board Approval

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

### SIP Authority

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

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

| **Additional Target Support and Improvement (ATSI)** |
| --- |
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%. |

| **Targeted Support and Improvement (TSI)** |
| --- |
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |

| **Comprehensive Support and Improvement (CSI)** |
| --- |
| A school can be identified as CSI in any of the following four ways:<br><br>1. Have an overall Federal Index below 41%;<br>2. Have a graduation rate at or below 67%;<br>3. Have a school grade of D or F; or<br>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years. |

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

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

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

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

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

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

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

**Purpose and Outline of the SIP**

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

# I. School Information

## School Mission and Vision

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

Country Club Middle School will support the unique needs of its students as they mature educationally, physically, and socially. All staff, students, and their families will work cooperatively in an atmosphere of mutual respect to help each individual reach their optimum academic and social potential in a safe, respectful, and widely diverse learning community through a broad range of academic and extracurricular activities.

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

Country Club Middle School will promote academic excellence for all students in a supportive and cooperative environment which encourages mutual respect of persons from diverse, ethnic, and economic backgrounds.

## 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 |
|------|----------------|----------------------------------|
| Ruiz-Carrillo , Elvira | Principal | Guide and direct the School Leadership Team in the collaborative efforts to create, implement, and monitor the School Improvement Plan. |
| Perez-Castillo, Amelia | Teacher, K-12 | Collaborate on the creation, implementation, and monitoring of the School Improvement Plan. |
| Baez, Amanda | Teacher, K-12 | Collaborate on the creation, implementation, and monitoring of the School Improvement Plan. Additionally, she is our school's test chair and a Social Studies teacher. |
| Cannon, Claudette | Teacher, K-12 | Collaborate on the creation, implementation, and monitoring of the School Improvement Plan. Additionally, she is the Department chair for Social Studies. |
| Espinosa, Jimmy | Instructional Coach | Collaborate on the creation, implementation, and monitoring of the School Improvement Plan. Additionally, he is the Department chair for Language Arts. |
| Picado, Jessica | Teacher, K-12 | Collaborate on the creation, implementation, and monitoring of the School Improvement Plan. Additionally, she is the Activities Director and works with our e-Sports program. |

**Stakeholder Involvement and SIP Development**
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The detailed process for involving our stakeholders and how their input is being used in our SIP development process is detailed below:

*We identified all stakeholders:
Including school leadership, teachers, parents, students, and community/business leaders.

*We gathered information from all stakeholders in at:
1.Faculty Meetings: We gathered input from teachers and staff during regular faculty meetings.
2. Leadership Meetings: We obtained insights from school leadership team meetings.
3. EESAC (Educational Excellence School Advisory Council): We engaged EESAC members for their input and recommendations.
4. PTSA (Parent-Teacher-Student Association): We collaborated with PTSA to involve parents and students.

*Data Collection:
We used surveys, meetings, parent workshops, and social media forums to collect feedback on school strengths, weaknesses, and improvement priorities.

*Analysis:
We analyzed the data to identify common themes and priorities from the various sources. Then collaboratively set clear goals and strategies based on the feedback and data collected.

**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))

We will monitor and revisit SIP goals after interim assessments and progress monitoring. SIP will be reviewed and discussed at all ESSAC and faculty meetings.
To ensure continuous improvement of our School Improvement Plan (SIP), we will:
1.Continuously collect and analyze relevant data.
2.Conduct scheduled meetings with stakeholders to assess SIP progress.
3. Identify areas needing improvement based on data and stakeholder input.
4.Establish specific, measurable, achievable, relevant, and time-bound goals.
5.Create detailed plans to address improvement areas.
6.Execute action plans and closely monitor progress.
7. Gather and use feedback for adjustments during implementation.
8.Conduct regular reviews of SIP effectiveness.
9. Make adjustments and revisions based on review results and feedback.
10.Maintain transparent communication with stakeholders regarding SIP progress and changes at all EESAC and Faculty Meetings.

| **Demographic Data**<br>Only ESSA identification and school grade history updated 3/11/2024 | |
|---|---|
| **2023-24 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 98% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 100% |
| **Charter School** | No |
| **RAISE School** | No |
| **ESSA Identification**<br>*updated as of 3/11/2024 | ATSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)<br>English Language Learners (ELL)<br>Black/African American Students (BLK)<br>Hispanic Students (HSP)<br>White Students (WHT)*<br>Economically Disadvantaged Students (FRL) |
| **School Grades History**<br>*2022-23 school grades will serve as an informational baseline. | 2021-22: C<br><br>2019-20: C<br><br>2018-19: C<br><br>2017-18: C |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

## Early Warning Systems

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 43 | 45 | 109 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 8 | 11 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 4 | 7 | 28 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 5 | 19 | 49 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 89 | 118 | 249 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 77 | 88 | 205 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 116 | 162 | 340 |

**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 | 44 | 71 | 86 | 201 |

**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 | 0 | 1 | 6 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 6 |

**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 | 44 | 99 | 167 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 42 | 74 | 118 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 6 | 32 | 53 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 27 | 21 | 70 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 37 | 67 | 124 | 228 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 103 | 124 | 284 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 77 | 99 | 137 | 313 |

**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 | 46 | 93 | 145 | 284 |

**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 | 1 | 4 | 3 | 8 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 6 |

**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 | 44 | 49 | 42 | 135 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 4 | 13 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 8 | 3 | 15 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 19 | 10 | 34 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 124 | 130 | 346 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 93 | 100 | 273 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 121 | 177 | 190 | 488 |

**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 | 73 | 92 | 102 | 267 |

**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 | 2 | 0 | 1 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 1 | 7 |

## 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* | 40 | 56 | 49 | 37 | 55 | 50 | 35 | | |
| ELA Learning Gains | | | | 45 | | | 36 | | |
| ELA Lowest 25th Percentile | | | | 36 | | | 37 | | |
| Math Achievement* | 38 | 60 | 56 | 28 | 43 | 36 | 23 | | |
| Math Learning Gains | | | | 42 | | | 19 | | |
| Math Lowest 25th Percentile | | | | 52 | | | 24 | | |
| Science Achievement* | 42 | 55 | 49 | 34 | 54 | 53 | 29 | | |
| Social Studies Achievement* | 66 | 72 | 68 | 69 | 64 | 58 | 48 | | |
| Middle School Acceleration | 70 | 74 | 73 | 68 | 56 | 49 | 57 | | |
| Graduation Rate | | | | | 51 | 49 | | | |
| College and Career Acceleration | | | | | 73 | 70 | | | |
| ELP Progress | 53 | 50 | 40 | 58 | 77 | 76 | 31 | | |

*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 | 52 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 309 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 98 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 47 |

| 2021-22 ESSA Federal Index | |
|---|---|
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 469 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 97 |
| 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 | 38 | Yes | 1 | |
| ELL | 46 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 59 | | | |
| HSP | 49 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 33 | Yes | 2 | |
| FRL | 49 | | | |

| 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 | 41 | | | |
| ELL | 43 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 45 | | | |
| HSP | 48 | | | |

| 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% |
| MUL | | | | |
| PAC | | | | |
| WHT | 39 | Yes | 1 | |
| FRL | 46 | | | |

## 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 | 40 | | | 38 | | | 42 | 66 | 70 | | | 53 |
| SWD | 31 | | | 33 | | | 28 | 64 | | | 5 | 36 |
| ELL | 32 | | | 32 | | | 31 | 60 | 69 | | 6 | 53 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 46 | | | 41 | | | 45 | 69 | 94 | | 5 | |
| HSP | 39 | | | 37 | | | 39 | 64 | 63 | | 6 | 53 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 33 | | | 33 | | | | | | | 2 | |
| FRL | 39 | | | 34 | | | 42 | 59 | 73 | | 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 | 37 | 45 | 36 | 28 | 42 | 52 | 34 | 69 | 68 | | | 58 |
| SWD | 32 | 47 | 48 | 33 | 48 | 51 | 28 | 54 | | | | 31 |
| ELL | 30 | 42 | 31 | 19 | 44 | 55 | 24 | 56 | 72 | | | 58 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BLK | 34 | 42 | 47 | 31 | 38 | 47 | 27 | 68 | 67 | | | |
| HSP | 39 | 46 | 32 | 27 | 44 | 55 | 36 | 70 | 68 | | | 58 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 31 | 45 | | 31 | 50 | | | | | | | |
| FRL | 36 | 44 | 37 | 27 | 42 | 51 | 31 | 68 | 68 | | | 57 |

| 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 | 35 | 36 | 37 | 23 | 19 | 24 | 29 | 48 | 57 | | | 31 |
| SWD | 24 | 24 | 20 | 23 | 21 | 20 | 23 | 32 | | | | 23 |
| ELL | 30 | 40 | 44 | 20 | 20 | 31 | 18 | 40 | 47 | | | 31 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 42 | 35 | 19 | 23 | 16 | 15 | 36 | 48 | 61 | | | |
| HSP | 33 | 36 | 41 | 24 | 20 | 26 | 26 | 47 | 55 | | | 30 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 33 | 33 | 33 | 21 | 17 | 21 | 26 | 45 | 55 | | | 32 |

**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 | 25% | 50% | -25% | 47% | -22% |
| 08 | 2023 - Spring | 29% | 51% | -22% | 47% | -18% |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 32% | 50% | -18% | 47% | -15% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 25% | 58% | -33% | 54% | -29% |
| 07 | 2023 - Spring | 32% | 48% | -16% | 48% | -16% |
| 08 | 2023 - Spring | 33% | 59% | -26% | 55% | -22% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 16% | 40% | -24% | 44% | -28% |

| ALGEBRA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 64% | 56% | 8% | 50% | 14% |

| GEOMETRY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 67% | 52% | 15% | 48% | 19% |

| BIOLOGY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 78% | 65% | 13% | 63% | 15% |

| 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.**

According to the 2023 FAST PM3 data, Reading and Math showed the lowest performance, currently both are at 34% after cleaning the data. Reading dropped 3 percentage points and Math had an increase of 5 percentage points. Reading Coach position was never filled, and an influx of students after November increased class size.

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

According to the 2022-2023 Civics EOC data we dropped about 9 percentage points from the previous school year. Contributing factors include the loss of one Civics teacher mid-year, the dismantling of classes, and courses being reassigned to two rookie teachers without civics experience.

**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.**

Math was much lower at 34% proficiency than the district average of 56%. During the school year one teacher's classes were dismantled and another teacher was on leave. Even though Math had an increase, it could have done better if there was consistent staff. There was no way for all teachers to plan together due to taking on more classes, and not staying after school to plan.

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

Acceleration went up 8% points in 2022-2023, this was due to being more strategic with scheduling and ensuring only students with a 3 or higher were scheduled into these EOC courses.

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

Attendance is a huge problem in our school, we currently have 31 future 6th graders and 54 future 8th graders with 3 or more EWS indicators. Students need to be in school in order to learn, so starting early on tackling attendance is key.

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

1. School Safety
2. Morale and Culture-School Climate
3. Parent and Community Engagement
4. Student support Services
5. Data-Driven Decision Making/Teacher Quality/Professional Development

**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 Instructional Coaching/Professional Learning**

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

According to the 2022-2023 FAST PM3 data, 34% of 6th-8th grade students were proficient in ELA as compared to the state average of 47% and district average of 50%. Based on the data and identified contributing factors of : a new ELA curriculum (MyPerspectives) and a vacant ELA coaching position, we will implement the Targeted Element of Instructional Coaching/Professional Learning.

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

Successful implementation of Instructional Coaching/Professional Learning will result in an increase in proficiency in grades 6th-8th ELA by at least 5 percentage points as demonstrated by the 2024 FAST PM3 State Assessments.

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

To ensure the Area of Focus and its aligned Targeted Element (Instructional Coaching/Professional Learning) are implemented with fidelity school-wide, the leadership team will support growth in the identified area in need of improvement. The following steps will taken:

1. The instructional coach will conduct coaching cycles based on the identified needs of the teachers as determined by classroom walkthroughs and observations.

2. Instructional coach will submit weekly reflection logs and determine next steps with administration.

3. Department chairs will provide support to teachers based on the identified needs of the teachers as determined by classroom walkthroughs and observations. The findings will be discussed and monitored through monthly meetings.

4.Offer ongoing training sessions to address specific needs identified during the monitoring process.

5. Schedule regular meetings of the leadership team to review progress and assess fidelity in implementation and analyze data, discuss challenges, and make data-driven decisions.

**Person responsible for monitoring outcome:**

Elvira Ruiz-Carrillo (pr6611@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.)

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

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

If teachers receive proper professional development and instructional support, they should be able to implement the new state curriculum and standards more effectively to meet the academic needs of their

students. The students will show evidence of mastering the new state standards and curriculum by improving in classroom grade, topic assessments and FAST PMs.

**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 will offer professional developments focused data driven instruction at the school site. PDs will be scaffolded, include mixed groups, and include SIP review with staff.

**Person Responsible:** Jessica Picado (jpicado@dadeschools.net)

**By When:** 08/14/23-9/29/23

Administration will attend at least one department meeting and perform classroom walk-throughs to see implementation of common planning strategies.

**Person Responsible:** Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

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

Teachers will attend bi-weekly common planning meetings to collaborate and brainstorm challenges.

**Person Responsible:** Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

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

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

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

Celebrating Successes will be be area of focus this year. According to the 2022-2023 Student School Climate Survey question 28, the overall climate at my school is positive and helps me learn: 40% strongly agree/agree, showing no change from the 2021-2022 school year.

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

By the end of the 2023-2024 school year, with the Celebrating Successes evidence-based strategy, 45 % of students will strongly agree/agree that overall climate at there school is positive and helps them learn showing an increase of 5% from the 2022-2023 school year.

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

Monitoring the area of focus on celebrating successes within an educational institution involves tracking and evaluating the various achievements and accomplishments of students, teachers, staff, and the school community. We will monitor student and teacher successes in the following ways...

Recognizing teachers monthly, staff social events for team building, celebrating students for doing the right thing, honor roll celebrations, teacher surveys to nominate students.

**Person responsible for monitoring outcome:**

Luis Gutierrez (lpgutierrez@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.)

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

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

Celebrating the successes of students is a fundamental and essential practice within the education system. It s Here are a few reasons and rationales for celebrating the successes of students:
Motivation and Reinforcement: Celebrating successes reinforces positive behaviors and achievements.
Self-Esteem and Confidence: Celebrations boost students' self-esteem and self-confidence..
Peer Inspiration: When one student's success is celebrated, it can inspire and motivate their peers to strive for similar achievements, creating a culture of academic and personal excellence.
Teacher-Student Relationships: When teachers acknowledge and celebrate their students' successes, it fosters a positive teacher-student relationship built on trust and support.
Parent and Community Engagement: Celebrating student successes often involves parents and the broader community, creating a sense of involvement and investment in the educational process.
In summary, recognizing and celebrating achievements helps students develop the skills, attitudes, and confidence they need to excel academically and personally.

**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.

Go Green Reading Celebration to celebrate high achieving students.

**Person Responsible:** Jessica Picado (jpicado@dadeschools.net)

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

Student of the Month (10 each month) nominated by teacher not only for academics to celebrate students for overall achievement.

**Person Responsible:** Jessica Picado (jpicado@dadeschools.net)

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

Level Up monthly winner to celebrate students who show significant movement in their progress monitoring exam

**Person Responsible:** Jessica Picado (jpicado@dadeschools.net)

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

**#3. ESSA Subgroup specifically relating to White**

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

According to the 2022-2023 FAST PM3 data, our White student which was 31% proficient in ELA and 31% proficient in Math which is under the 41% threshold. This is also 3 percentage points lower than the rest of our 6th -8th grade students who were 34% proficient.

As we embark on this journey of improvement under the Every Student Succeeds Act (ESSA), we are committed to creating an environment that nurtures the potential of every student, regardless of their background. Our school has been identified as an Area of Targeted Support and Improvement (ATSI), signaling the need for focused efforts to ensure that all our students, including those who face economic disadvantages, receive the education they deserve. Our primary focus for this goal is on the one student who did not meet their goal. We recognize that achievement gaps persist, and it is our duty to address these inequities head-on. While our ultimate goal is to enhance the educational experience for all students, we are particularly driven to elevate the performance of our economically disadvantaged white student.

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

By the end of the 2023-2024 school year, our school's improvement plan is guided by the objective of increasing the proficiency rate for our economically disadvantaged white student by a minimum of 15% to 46% proficiency.

This objective is rooted in our comprehensive data analysis, which indicates that the proficiency rate for our economically disadvantaged white student currently stands below grade level at 31% in Reading. Recognizing that this student subgroup faces challenges that have led to this disparity, we are committed to implementing targeted interventions and strategies to drive improvement.

Through ongoing assessment, monitoring, and collaboration with teachers, parents, and the community, we will track the progress toward this objective. Our success will be determined by the data, reflecting our commitment to evidence-based practices and the holistic development of each student we serve.

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

The Instructional coach, department chairs, and teachers will review the specific subgroups data based on formative assessments, progressing monitoring data, iReady, and topic assessments. These will be reviewed monthly or as needed through data chats, instructional walkthroughs, classroom observations.

**Person responsible for monitoring outcome:**

Elvira Ruiz-Carrillo (pr6611@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.)

Collaborative Learning/Structures

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

Collaborative learning is based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: (1) the learner or student is the primary focus of instruction; (2)

interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer teaching/learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. It enables learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks. Learning from peers increases learning both for the students being helped as well as for those giving the help.

**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?**

Yes

**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.

Classroom teachers will regularly collect data on the economically disadvantaged white student's performance in Reading.

**Person Responsible:** Jimmy Espinosa (jespinosa@dadeschools.net)

**By When:** 8/17/23-10/26/23

Instructional coach will monitor progress made through iReady for Reading.

**Person Responsible:** Jimmy Espinosa (jespinosa@dadeschools.net)

**By When:** 8/17/23-10/26/23

Use our Community Involvement Specialist to help provide resources to this student's family,

**Person Responsible:** Jimmy Espinosa (jespinosa@dadeschools.net)

**By When:** 8/17/23-10/26/23

**#4. 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.

School Spirit, Pride, and Branding will be an area of focus this year. According to the 2022-2023 School Climate Survey question 03, school personnel work together as a team: 54% strongly agree/agree, showing a 24% decrease from the 78% during 2021-2022 school year.

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

By the end of the 2023-2024 school year, with the School Spirit, Pride, and Branding evidence-based strategy, 75% of teachers will strongly agree/agree that school personnel work together as a team.

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

Monitoring the promotion of school spirit, pride, and branding involves tracking various aspects of these initiatives to ensure they are effective and align with the goals of the educational institution. Here are some ways we monitor and evaluate our efforts:

Surveys and Feedback:
Conduct regular surveys among students, staff, alumni, and parents to gauge their feelings of school spirit and pride. Ask for feedback on specific activities, events, and changes to the physical environment.

Attendance and Participation:
Monitor attendance and participation levels at school events and activities related to promoting school spirit and pride. Higher attendance often indicates stronger engagement.

Keep an eye on social media platforms, school websites, and online forums to see how teachers, students, alumni, and the wider community are discussing and sharing content related to the school.

**Person responsible for monitoring outcome:**

Elvira Ruiz-Carrillo (pr6611@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.)

School Spirit, Pride, and Branding encourages and promotes school spirit and pride through activities, changes to the school's physical environment, and/or participation in unique school traditions.

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

The rationale behind encouraging and promoting school spirit, pride, and branding in educational institutions is multifaceted and can have several benefits for both the school and its students. A strong sense of school spirit and pride contributes to a more positive and enthusiastic atmosphere on campus. This can lead to increased motivation, engagement, and overall satisfaction among students and staff. A strong school brand and a vibrant school spirit can make an institution more attractive to prospective students and faculty. It can also contribute to higher retention rates, as students who feel a strong connection to their school are less likely to transfer or drop out.
In summary, promoting school spirit, pride, and branding is not just about superficial appearances but also

about creating a supportive, engaging, and positive educational environment that benefits students, staff, and the school community as a whole.

**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.

Establish a Teacher Leadership Team:
Form a group of teacher leaders who are passionate about promoting school spirit and pride among their colleagues.

**Person Responsible:** Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

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

Define Clear Objectives:
Collaboratively set specific objectives for enhancing school spirit and pride among teachers, aligning them with the overall school mission and branding goals.

**Person Responsible:** Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

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

Teacher Recognition Programs:
Create a program to recognize outstanding teachers for their contributions to the school community and its spirit.

**Person Responsible:** Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

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

Encourage School Spirit Attire:
Encourage teachers to wear school-branded attire, colors, or accessories on designated days or during school events.

**Person Responsible:** Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

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

Celebrate Teacher Achievements:
Recognize and celebrate teacher achievements and milestones within the school community.

**Person Responsible:** Elvira Ruiz-Carrillo (pr6611@dadeschools.net)

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

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

Creating a process to review school improvement funding allocations and ensuring resources are allocated based on needs for schools identified as ATSI (Additional Targeted Support and Improvement), TSI (Targeted

Support and Improvement), or CSI (Comprehensive Support and Improvement) is crucial for enhancing student outcomes. This process should encompass a thorough examination of all funding sources, including federal, state, and local funds, and address any resource shortages (people, time, and money) contributing to low performance. Here's a detailed process:

1. Establish a School Improvement Team:
Form a school improvement team comprising school leaders, teachers, parents, community representatives, and district officials. This team will be responsible for reviewing resource allocation and making decisions.

2. Comprehensive Needs Assessment:
Begin with a comprehensive needs assessment that analyzes student achievement data, attendance, behavior, and other relevant metrics. Consult with stakeholders to gain a holistic view of the school's challenges and needs.

3. Prioritize Needs:
Prioritize the identified needs based on their impact on student performance and the overall school improvement goals. Focus on areas that have the most significant influence on academic outcomes.

4. Resource Gap Analysis:
Conduct a resource gap analysis to determine shortages in terms of personnel, time, and financial resources.

5. Resource Mapping:
Identify potential sources of additional resources, both within the school and externally. These may include reallocating existing resources, applying for grants, or seeking support from community partners.

6. Allocate Existing Resources:
Explore reallocating existing resources to address critical needs.

7. Grant Applications:
Identify grant opportunities at the federal, state, or local level that align with the school's improvement goals.

8. Community and Partner Engagement:
Engage with community organizations, local businesses, and potential partners to explore opportunities for resource support, including donations, volunteers, or in-kind contributions.

9. Time Management Strategies:
Develop strategies to optimize existing personnel resources, such as creating efficient schedules or utilizing instructional time more effectively.

10. Staff Development:
Invest in professional development programs for staff to enhance their skills and capacity to address specific needs. This can maximize the potential of existing personnel resources.

11. Continuous Monitoring and Evaluation:
Implement a system for ongoing monitoring and evaluation of resource allocation strategies' effectiveness in addressing low performance contributors. Be prepared to make adjustments based on evaluation results.

12. Reporting and Transparency:
Maintain transparent communication with stakeholders regarding the resource allocation process and its impact on improving student performance.

13. Documentation and Accountability:
Keep detailed records of resource allocation decisions, including how funds are used and their impact on

addressing resource shortages.

By following this comprehensive process, we can systematically identify and address resource shortages that contribute to low performance, ensuring that resources are allocated strategically to maximize their potential for improving student outcomes. This process promotes transparency, collaboration, and accountability in resource management.

## 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.

Sharing the School Improvement Plan (SIP) with various stakeholders is crucial for promoting transparency and involvement. To ensure that parents can easily comprehend the information, it's vital to cater to diverse language requirements. Use clear and simple language when creating SIP documents. Make sure these documents are accessible through various means: on the school website (hibiscuselementaryschool.net), as printed materials in the Main Office and Title I Office. Establish an EESAC (Educational Excellence School Advisory Council) schedule and communicate progress monitoring and evaluation outcomes to stakeholders, showcasing the SIP's effectiveness. Arrange professional development sessions to educate staff about the SIP and their roles in its execution, utilizing Faculty Meetings, Common Planning, and EESAC meetings to track and adapt the SIP's progress.

**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))

Cultivating positive connections with parents, families, and community stakeholders is essential for a school's mission fulfillment, addressing student needs, and keeping parents updated about their child's advancement. The school will set up and uphold transparent communication channels, encompassing routine newsletters, emails, and a dedicated school website (hibiscuselementaryschool.net) where parents can access information about school activities, policies, and resources. At the commencement of each school year, the school will arrange orientation and welcome events to acquaint new families with the school environment. These occasions will provide chances for parents to meet teachers, administrators, and other families. Regular parent-teacher conferences will be scheduled to furnish parents with updates about their child's academic progress and behavior. These conferences can be held in-person or virtually to accommodate busy schedules. Issuing consistent progress reports to parents, not exclusively during parent-teacher conferences but throughout the academic year, will keep parents informed about their child's academic achievements. The school will actively engage with the wider community, which could entail partnerships with local businesses, community organizations, and hosting public events. Such endeavors will underscore the school's dedication to the community. By

implementing these strategies, the school can establish robust, positive connections with parents, families, and community stakeholders, thereby contributing to the students' prosperity and well-being.

**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's targeted area of improvement, as pinpointed in Part II of the SIP, revolves around enhancing proficiency among elementary students through Instructional Coaching/Professional Learning, Collaborative Planning, Science, Student Engagement, and fostering a positive culture with a focus on attendance.

Instructional Coaching/Professional Learning: Develop a comprehensive professional development scheme for educators, concentrating on augmenting instructional methodologies, such as tailored instruction, data-informed teaching, and effective assessment strategies.
Instructional Coaches: Enlist instructional coaches to work directly with teachers, offering continuous support and feedback to assist them in refining their teaching approaches.
Peer Learning Communities: Nourish peer learning communities where teachers can cooperate, exchange best practices, and learn from one another.
Common Planning Time: Guarantee teachers have dedicated shared planning time to collaborate on lesson design, curriculum advancement, and identifying students requiring additional support or enrichment.
Data-Driven Planning: Prioritize data-driven planning to customize instruction to meet students' specific needs, identifying areas that require enhancement and acceleration.
Science: Undertake a thorough review of the existing science curriculum to ensure alignment with state and national standards. Implement hands-on and inquiry-centered learning experiences in science to amplify student engagement and critical thinking.
Student Engagement: Enable students to take ownership of their learning by incorporating research-based online programs to optimize student outcomes and incentivize their performance.
Attendance Incentives: Formulate attendance incentives and recognition initiatives to stimulate consistent school attendance.
Parent Engagement: Engage parents in dialogues regarding attendance significance and collaborate with them to address attendance-related challenges.

**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))**

Developing an educational improvement plan that aligns with other Federal, State, and local services, resources, and programs, as required by ESSA (Every Student Succeeds Act) Section 1114(b)(5), involves collaboration and coordination among various stakeholders and agencies. Here's the plan we have developed in coordination with some of these services and programs:

1. Needs Assessment and Data Sharing:
We conducted a comprehensive needs assessment to identify the specific challenges and needs of our school.
2. Alignment with ESSA Programs:
Ensure that the improvement plan aligns with the requirements and goals of ESSA programs, such as Title I, which focuses on improving the academic achievement of disadvantaged students.
3. Integration with Violence Prevention Programs:
Collaborate with violence prevention programs to address school safety and create a positive school climate. Share information on safety measures and intervention strategies.

4. Nutrition Programs:
Coordinate with nutrition programs to ensure that students have access to healthy meals, as proper nutrition is essential for learning. Explore opportunities to integrate nutrition education and wellness initiatives into the school curriculum and improvement plan.
5. Housing Programs:
Identify students who may be experiencing housing instability or homelessness.
6. Adult Education Programs:
Explore opportunities for adult education and family literacy programs to engage parents and caregivers in their children's education.
7. Family and Community Engagement:
-Engage families and the community in the development and implementation of the improvement plan. Seek their input and involvement in supporting students.
By aligning goals, sharing data, and leveraging resources, schools and districts can create more holistic and effective strategies to improve student outcomes.