Shenandoah Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Shenandoah Middle School

1950 SW 19TH ST, Miami, FL 33145

http://shenandoahmiddle.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.

The Shenandoah Middle School stakeholders believe that the students deserve a positive learning environment to nourish the growth and mastery of intellectual, social, cultural and emotional skills. The improvement and enhancement of academic performance will be accomplished through programs that increase students' proficiency levels in reading, mathematics, science, social studies, humanities and academic excellence. Additionally, our Museums Magnet Program strives to use instructional strategies founded in humanities, to allow students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. We will continue to emphasize and increase the use of technology and the active support of community resources such as businesses, industries, universities, cultural partners and parents to support our academic programs, thereby preparing students to enter post-secondary education and employment in the 21st century.

Provide the school's vision statement.

Shenandoah Middle School students can and will achieve educational standards when they are made to feel important, when they are expected to do well, when they are engaged in challenging and meaningful work, and when they are supported by a unified community of teachers and parents. Through our Museums Magnet Program, Shenandoah Middle School will combine the resources and collections of Miami-Dade's museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents and teachers. Our goal is to enable all students to be lifelong learners, productive workers, responsible citizens and thoughtful participants in their families and global community.

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
Alvarez, Beatriz	Teacher, K-12	Ms. Alvarez serves as the Language Arts department chairperson.
Coto, Michelle	Principal	Ms. Coto serves as the principal of the school.
Benitez, Pedro	Teacher, K-12	Mr. Benitez serves as the Activities/Athletic Coordinator of the school.
De la Osa, Paulo	Assistant Principal	Mr. De la Osa oversees the language arts, science, ESOL and ESE departments.
Flores, Ana	Dean	Dr. Flores serves as the SCSI instructor and PBS coordinator.
Herrera, Teresita	Teacher, K-12	Ms. Herrera serves as the social studies department chairperson.
Jimenez, Maria	Magnet Coordinator	Ms. Jimenez serves as the magnet lead teacher and electives department chairperson.
Mclaughlin, Tamieka	Assistant Principal	Ms. McLaughlin oversees the math, electives and social studies departments. She is also the administrator that oversees Title I and the SIP process.
Tellez, Michelle	ELL Compliance Specialist	Ms. Tellez serves as the ELL and EFL department chairperson.
Torres, Justina	Teacher, ESE	Ms. Torres serves as the SPED department chairperson.
Wexler, Evan	Teacher, K-12	Mr. Wexler serves as a PLST member and PD liaison.
Arriete, Gelany	Teacher, K-12	Ms. Arriete serves as the Assessment Coordinator.
Betancourt, Ana	School Counselor	Ms. Betancourt serves as the lead school counselor.
Merida-Gonzalez, Leslie	Teacher, K-12	Dr. Gonzalez serves as a STEAM Liaison.
Fernandez, Octavio	Teacher, K-12	Mr. Fernandez serves as the science department chairperson.

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.

To gather feedback from all stakeholders in the development of the SIP, an ESSAC meeting is scheduled and is advertised by way of our social media platforms, school website, school messenger, and school app. School staff are also informed via email and by morning announcements. During this meeting, all parties are advised of the topics that will be addressed and their purpose and then their feedback is solicited. This process is conducted quarterly as the document is revised and updated in order to met our school goals.

SIP Monitoring

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

The SIP will be regularly monitored for effective implementation and the impact on increasing the achievement of students in meeting the State's academic standards by conducting data chats by departments with administration after each district assessment in order to be intentional as it relates to instructional planning. Daily classroom walkthroughs will be conducted to ensure that students are engaged in learning and that teachers are on pace with the curriculum as well as to provide support. Should the plan need to be revised, the leadership team will meet and develop a plan of action as to what changes should take place and the frequency of monitoring to ensure continuous improvement.

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	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	41	47	85	173
One or more suspensions	0	0	0	0	0	0	0	10	26	36
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	22	3	0	25
Course failure in Math	0	0	0	0	0	0	29	2	7	38
Level 1 on statewide ELA assessment	0	0	0	0	0	0	91	123	132	346
Level 1 on statewide Math assessment	0	0	0	0	0	0	121	164	141	426
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	109	158	169	436

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	94	118	131	343

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	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	1	6	8

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	77	119	89	285
One or more suspensions	0	0	0	0	0	0	0	0	2	2
Course failure in ELA	0	0	0	0	0	0	5	0	1	6
Course failure in Math	0	0	0	0	0	0	2	4	1	7
Level 1 on statewide ELA assessment	0	0	0	0	0	0	118	130	110	358
Level 1 on statewide Math assessment	0	0	0	0	0	0	172	139	163	474
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	122	131	112	365

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	122	131	112	365

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	3	3	11
Students retained two or more times	0	0	0	0	0	0	3	6	3	12

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	77	119	89	285
One or more suspensions	0	0	0	0	0	0	0	0	2	2
Course failure in ELA	0	0	0	0	0	0	5	0	1	6
Course failure in Math	0	0	0	0	0	0	2	4	1	7
Level 1 on statewide ELA assessment	0	0	0	0	0	0	118	130	110	358
Level 1 on statewide Math assessment	0	0	0	0	0	0	172	139	163	474
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	122	131	112	365

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	122	131	112	365

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	3	3	11
Students retained two or more times	0	0	0	0	0	0	3	6	3	12

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*	50	56	49	51	55	50	46		
ELA Learning Gains				57			45		
ELA Lowest 25th Percentile				46			36		
Math Achievement*	40	60	56	43	43	36	35		
Math Learning Gains				53			24		
Math Lowest 25th Percentile				48			28		
Science Achievement*	42	55	49	42	54	53	32		
Social Studies Achievement*	59	72	68	69	64	58	54		
Middle School Acceleration	66	74	73	88	56	49	57		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	57	50	40	58	77	76	46		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	314
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	4	3
ELL	43			
AMI				
ASN				
BLK	57			
HSP	52			
MUL				
PAC				
WHT	50			

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	52			

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	31	Yes	3	2
ELL	50			
AMI				
ASN				
BLK	53			
HSP	56			
MUL				
PAC				
WHT	57			
FRL	56			

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	50			40			42	59	66			57
SWD	21			19			15	32			5	33
ELL	36			36			23	45	59		6	57
AMI												
ASN												
BLK	57			38			43	76	71		5	
HSP	49			41			42	58	66		6	57
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	67			33							2	
FRL	50			39			41	60	65		6	55

| 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	51	57	46	43	53	48	42	69	88			58
SWD	20	38	37	15	40	46	17	37				33
ELL	37	49	43	35	51	47	26	57	92			58
AMI												
ASN												
BLK	52	54	35	42	47	45	43	67	92			
HSP	50	57	47	43	53	48	42	69	87			59
MUL												
PAC												
WHT	47	63		50	67							
FRL	51	57	46	43	53	48	42	69	88			58

| 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	46	45	36	35	24	28	32	54	57			46
SWD	16	28	25	17	17	21	11	28				5
ELL	35	43	35	30	24	29	16	47	47			46
AMI												
ASN												
BLK	52	47	36	39	15	13	33	65	54			
HSP	44	45	36	34	25	29	31	52	58			45
MUL												
PAC												
WHT	58	53		29	21		45					
FRL	46	45	36	35	24	28	32	53	57			46

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	38%	50%	-12%	47%	-9%
08	2023 - Spring	44%	51%	-7%	47%	-3%
06	2023 - Spring	42%	50%	-8%	47%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	42%	58%	-16%	54%	-12%
07	2023 - Spring	20%	48%	-28%	48%	-28%
08	2023 - Spring	41%	59%	-18%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	32%	40%	-8%	44%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	56%	11%	50%	17%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	52%	36%	48%	40%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	68%	-16%	66%	-14%

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.

Mathematics was the data component with the lowest performance. Teacher attendance and substitute issues as well as new teachers in content area were contributing factors to this year's low performance.

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

Mathematics 7th grade and Algebra showed the greatest decline from the prior year. This is in part due to the teacher's knowledge on the subject area and the attendance issues with staff.

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.

Mathematics had the greatest gap when compared to the state average. Factors that contributed included teacher attendance, unable to fill positions and have to cover classes, students not placed strategically in courses.

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

Eighth grade Math FSA showed the most improvement. We placed teachers and students strategically in this grade level and the students in this grade were the most consistent when attending after/before school tutoring.

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

After reviewing the EWS data from Part I of the School Improvement Plan, the two areas of potential concern is ELA and Math. Our level 1's on the 2023 statewide F.A.S.T ELA/Math assessment increased negatively in both subject areas. Within ELA, the number of level 1's on PM3 by grade level were as following according to the Pearson's school report: Grade 6: 157, Grade 7: 186, Grade 8: 148. Within Math, the number of level 1's on PM3 by grade level were as following according to the Pearson's school report: Grade 6: 156, Grade 7: 171, Grade 8: 131.

Lastly, if level 2's were to be included being that proficiency is being weighed by a score of 3 or higher in both ELA and Math, the data would be significantly more concerning since ELA's Level 1 and 2's by grade level were as follows: Grade 6: 255, Grade 7: 258, Grade 8: 237. Math's Level 1 and 2's were as follows Grade 6: 253; Grade 7: 254, Grade 8: 182.

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

1. Strategic placement and movement of teachers for all grades in Mathematics courses.
2. We will ensure to place students in Math courses by looking at their current and previous scores in order to ensure proper remediation of deficiencies to narrow the learning gap and ensure their proficiency.
3. Begin Interventions with selected Math and ELA students directly after the completion of PM1 to ensure more time for remediation.
4. Ensure to fill all open vacancies in academic areas with certified teachers and provide Professional Development opportunities and shadowing of veteran teachers to ensure their success.

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 Math

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

Math was selected based on the need to address a deficit in achievement in multiple standards within the math curriculum which requires an increase in student engagement. Implementing instruction that engages students requires instructor to scaffold lessons across all student groups for greater learning gains. According to the 2023 State Assessment school-site data, there was a 6% increase in 6th grade Math, a 20% decrease in 7th grade, a 24% increase in 8th grade, a 21% decrease in Algebra, and a 4% decrease in Geometry. In reviewing the 2022 data, the only grade level within Math in which there was a decline was that of the 6th grade according to the 2022 State Assessment school-site data. This further proves the need for engaging instructional delivery by the instructor and the need to scaffold lessons in a strategic manner that will keep the attention of our students so that they will participate and retain the material.

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

With the implementation of student engaged aligned instruction to include scaffolding and Differentiated Instruction (DI), 3% of the Math student population will increase in proficiency for Math by the end of the 2023-24 school year.

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

During collaborative planning sessions, our departments will scaffold lessons to meet the B.E.S.T standards expectations, student engagement needs, and the pacing guides. The leadership team will conduct quarterly data chats, ensure strategic scheduling of students based on their individual academic needs, and assist with adjusting groups based on real time data in their classrooms. School administration will conduct regular classroom walkthroughs to ensure that quality classroom instruction is evident to include differentiated instruction (DI) and that data is being analyzed in order to ensure progress. Data from available assessment platforms will be analyzed during leadership team meetings to ensure the growth of students on remediated B.E.S.T standards, specifically within 7th grade, Algebra, and Geometry.

Person responsible for monitoring outcome:

Michelle Coto (pr6841@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 intervention that will be implemented for this Area of Focus is scaffolding and differentiated instruction. Scaffolding is a teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance. Also, differentiated Instruction is a framework or philosophy for effective teaching that involves providing
different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

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

Scaffolding will improve the delivery of instruction to students; therefore, making it easier to remain engaged thus allowing for an increase in the retention of key lesson points needed to demonstrate proficiency on PM3 at the end of the school year. Differentiated instruction will engage students by allowing for students to learn in ways that are adaptable to their learning styles, thus improving their academic achievement and end of the year outcome.

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.

Math teachers will collaborate weekly within their departments to scaffold lessons and share ways in which they will implement Differentiated Instruction to engage student learners.

Person Responsible: Tamieka Mclaughlin (tmclaughlin@dadeschools.net)

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

Department chairpersons will conduct departmental walkthroughs with administration to ensure that planned lessons are scaffolded, that Differentiated Instruction is taking place while maintaining rigor and engaging student learners.

Person Responsible: Tamieka Mclaughlin (tmclaughlin@dadeschools.net)

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

Math teachers will participate in content specific professional development that will enhance their ability to scaffold the content area and implement Differentiated Instruction.

Person Responsible: Tamieka Mclaughlin (tmclaughlin@dadeschools.net)

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

#2. 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.

After reviewing the data, Students with Disabilities (SWD) was selected based on the need to address their deficient academic performance within this subgroup, specially within the ELA . Focusing on Students with Disabilities requires lessons to be scaffolded for greater learning gains. According to the Florida Department of Education school report, during the 2021-2022 school year, SWD were 57.09% of Students with disabilities were level 1's in comparison to the district that was 11.5% lower.

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

With the implementation of scaffolding, 3% of that SWD population will increase in their ELA proficiency for by the end of the 2023-24 school year.

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

During collaborative planning sessions, our departments will scaffold lessons to meet the B.E.S.T standards expectations, student engagement needs, and the pacing guides. The leadership team will conduct quarterly data chats, ensure strategic scheduling of students based on their individual academic needs, and assist with adjusting groups based on real time data in their classrooms. School administration will conduct regular classroom walkthroughs to ensure that quality classroom instruction is evident to include differentiated instruction (DI) and that data is being analyzed in order to ensure progress. Data from available assessment platforms will be analyzed during leadership team meetings to ensure the growth of students on remediated B.E.S.T standards, specifically within 7th grade, Algebra, and Geometry.

Person responsible for monitoring outcome:

Paulo De la Osa (pdelaosa@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 intervention that will be implemented for this Area of Focus is scaffolding. Scaffolding is a teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance.

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

Scaffolding will improve the delivery of instruction to students; therefore, making it easier to remained engaged thus allowing for an increase in the retention of key lesson points needed to demonstrate proficiency on PM3 at the end of the school year.

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.

ELA teachers will provide assistance to students through tutoring and pull-out intervention will collaborate through planning to strengthen the instructional curriculum that is to be delivered.

Person Responsible: Paulo De la Osa (pdelaosa@dadeschools.net)

By When: 8/14/23-09/29/23

Department chairpersons, in collaboration with administration, will identify areas of support for their teachers regarding strategies created during collaborative planning.

Person Responsible: Paulo De la Osa (pdelaosa@dadeschools.net)

By When: 8/14/23-09/29/23

ELA teachers will collaborate with the SPED chairperson weekly within their department, to incorporate multiple standards on tested topics into their lessons that will enhance the learning of SWD.

Person Responsible: Paulo De la Osa (pdelaosa@dadeschools.net)

By When: 8/14/23-09/29/23

#3. Positive Culture and Environment specifically relating to Teacher Attendance

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.

Increasing teacher attendance will be the area of focus after reviewing and analyzing the 2022-2023 school climate survey results. According to the 2022-23 school climate survey results, data revealed that 24% strongly agreed, 44% agreed, 12% were neutral, 7% disagreed, and 12% strongly disagreed that staff attendance had a negative impact on student engagement and academic performance.

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

Implementation of a successful incentive program will improve teacher attendance and decrease their absence by a 5%, by the end of the 2023-2024 school year.

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

The Leadership team will implement a school-wide attendance initiative to include all staff members and will monitor its effectiveness quarterly.

Person responsible for monitoring outcome:

Tamieka Mclaughlin (tmclaughlin@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.)

Rewards and Incentives will be provided to those teachers that improve their attendance and show the initative to be to work on time.

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

Rewards/Incentives refers to a school's leadership team creating rewards and incentive programs in order to improve staff attendance. With the recognition, teachers will want to come to work.

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.

Every nine weeks, the leadership team will present attendance certificates and tokens of appreciation to teachers to celebrate their successes and improvements.

Person Responsible: Michelle Coto (pr6841@dadeschools.net)

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

Administration will develop a TOP CHIEF initiative to recognize teachers and staff that have demonstrated helpful contributions towards the school community.

Person Responsible: Michelle Coto (pr6841@dadeschools.net)

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

Our social media manager will publicize and celebrate teachers' achievements on the school's social media platforms to inspire future and continued success.

Person Responsible: Teresita Herrera (tjherrera@dadeschools.net)

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

#4. 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.

Developing our teachers through instructional coaching and professional learning will be our area of focus. According to the 2022-2023 School Climate survey regarding Professional development, teachers ranked their number one reason for participating in professional development as the need for additional certification and their last (number 8) reason was to improve student progress.

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

Successful implementation of building up our teachers through professional coaching and professional development will result in an increase in their overall capacity and in turn, improve teacher attendance, moral, and student performance.

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

The leadership team will conduct quarterly data chats, adjust planning groups based on real time data, and administration will follow-up with regular walkthroughs with the PD Liaison during meetings to ensure quality PDs are being created. This data and observations will be analyzed during leadership team meetings to ensure teachers are demonstrating leadership and collaboration.

Person responsible for monitoring outcome:

Evan Wexler (evanwex@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 will be used as the intervention to assist teachers to enhance their skill set, increase student achievement ad engagement.

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

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.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

The leadership team will conduct a thorough needs assessment to identify areas where teachers require improvement. This will be done through surveys, classroom observations, student feedback, and teacher self-assessments.

Person Responsible: Michelle Coto (pr6841@dadeschools.net)

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

The leadership team will set clear, specific, and measurable goals for teacher development. These goals will align with our school's overall educational objectives.

Person Responsible: Michelle Coto (pr6841@dadeschools.net)

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

Administration will designate instructional coaches who are experienced educators and have a deep understanding of effective teaching strategies.

Person Responsible: Michelle Coto (pr6841@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).

The process that is in place to review school improvement funds is as follows: An ESSAC meeting is called, and old and new business is addressed with stakeholders, students, parents, and teachers. All parties are advised of the funding source that needs to be addressed and a vote is made a to whether it will be utilized as requested or if there are stipulations.

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.

Our SIP and Schoolwide Plan is disseminated on our school website, during our ESSAC meeting, and is addressed with our parents at the Annual Title I meeting that takes place prior to Open House. This information is also placed in the Parent Recourse Office and our Community Involvement Specialist addresses with parents.

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))

Shenandoah Middle will build a positive relationship with parents, families, and other community stakeholders by working alongside our PTSA to engage parents in their child's academic and extracurricular affairs. All stakeholders will be invited to events taking place at the school and will be partner with community stakeholders to provide additional support in the areas of social emotional, academic, extracurricular, and safety.

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 will schedule professional development for instructional staff in their areas of need in order to provide support. Push-In and Pull-out intervention will take place within the area of math and with SWD in ELA. Before and After school tutoring will take place in both core subject areas, and the leadership team will conduct walkthroughs weekly to ensure quality instruction is taking place and that teachers are providing instruction bell to bell.

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

The development of this plan includes our student services team and other school site staff members from the bilingual and special education program. These individuals engage various district and community partners that focus on areas that causes hardships and barriers to education. Also, the school ensures that all parents and students are aware of these programs by sending home information, sending out school messenger calls, emails, and text so they are well informed.

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))

Ensuring counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside academic subject areas is crucial for fostering a holistic educational environment that addresses students' social, emotional, and personal development. Here is how our school will implement and ensure these services and strategies:

• We will continue to employ qualified school counselors who are trained to address students' emotional, social, and academic needs. These professionals can provide one-on-one counseling, group counseling, and classroom guidance lessons.
• Regularly conduct needs assessments to identify students who may benefit from counseling services. This can be done through teacher referrals, student self-reports, or parent feedback.
• Maintain the procedures that are in place for immediate crisis intervention and support for students dealing with emergencies or trauma.

• Collaborate with mental health professionals such as psychologists, mental health coordinators or social workers who are trained to provide therapeutic support for students.
• Implement mental health screening and assessment tools to identify students with mental health concerns early on.
• Continue to implement mental health programs and provide parent presentations that focus on stress management, resilience building, and emotional regulation.
• Continue to provide clear referral pathways for students beyond what the school can provide.
• Maintain and adjust the IEP's of students with disabilities, by create being in compliance with IEP accommodations to meet their unique needs.
• Continue to develop 504 plans for students with disabilities that may not require special education but need accommodations to access the curriculum.
• Establish peer mentoring programs where older students' mentor younger ones. This can help students develop social and emotional skills and build a sense of belonging.
• Continue to provide opportunities for students to connect with caring adults in the school community, such as teachers, counselors, or community members, who can serve as mentors.
• Integrate character education programs into the curriculum, emphasizing values like respect, empathy, and responsibility.
• Continue to officer conflict resolution training such as RJP Restorative Justice Practices to help students learn how to resolve conflicts in a constructive manner.
• Continue to incorporate life skills education into the curriculum, covering topics such as financial literacy, communication skills, and career readiness as we do through social studies.
• Encourage students to participate in extracurricular activities that promote skill development, such as sports, arts, and clubs.
• Engage parents and the local community in supporting students' holistic development through workshops, seminars, and community events.
• Use data to continually assess the effectiveness of these strategies and services and make adjustments as needed.
• Provide training and professional development opportunities for staff, including teachers, counselors, and support personnel, to ensure they have the skills and knowledge to effectively support students in these areas.
• Periodically assess the impact of these services and strategies on students' social and emotional development, behavior, and overall well-being.

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))

Ensuring counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside academic subject areas is crucial for fostering a holistic educational environment that addresses students' social, emotional, and personal development. Here is how our school will implement and ensure these services and strategies:

• We will continue to employ qualified school counselors who are trained to address students' emotional, social, and academic needs. These professionals can provide one-on-one counseling, group counseling, and classroom guidance lessons.
• Regularly conduct needs assessments to identify students who may benefit from counseling services. This can be done through teacher referrals, student self-reports, or parent feedback.
• Maintain the procedures that are in place for immediate crisis intervention and support for students dealing with emergencies or trauma.
• Collaborate with mental health professionals such as psychologists, mental health coordinators or social workers who are trained to provide therapeutic support for students.
• Implement mental health screening and assessment tools to identify students with mental health

concerns early on.
• Continue to implement mental health programs and provide parent presentations that focus on stress management, resilience building, and emotional regulation.
• Continue to provide clear referral pathways for students beyond what the school can provide.
• Maintain and adjust the IEP's of students with disabilities, by create being in compliance with IEP accommodations to meet their unique needs.
• Continue to develop 504 plans for students with disabilities that may not require special education but need accommodations to access the curriculum.
• Establish peer mentoring programs where older students' mentor younger ones. This can help students develop social and emotional skills and build a sense of belonging.
• Continue to provide opportunities for students to connect with caring adults in the school community, such as teachers, counselors, or community members, who can serve as mentors.
• Integrate character education programs into the curriculum, emphasizing values like respect, empathy, and responsibility.
• Continue to officer conflict resolution training such as RJP Restorative Justice Practices to help students learn how to resolve conflicts in a constructive manner.
• Continue to incorporate life skills education into the curriculum, covering topics such as financial literacy, communication skills, and career readiness as we do through social studies.
• Encourage students to participate in extracurricular activities that promote skill development, such as sports, arts, and clubs.
• Engage parents and the local community in supporting students' holistic development through workshops, seminars, and community events.
• Use data to continually assess the effectiveness of these strategies and services and make adjustments as needed.
• Provide training and professional development opportunities for staff, including teachers, counselors, and support personnel, to ensure they have the skills and knowledge to effectively support students in these areas.
• Periodically assess the impact of these services and strategies on students' social and emotional development, behavior, and overall well-being.

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).

Implementing a schoolwide tiered model to prevent and address problem behavior, along with early intervening services coordinated with the Individuals with Disabilities Education Act (IDEA), is a comprehensive approach to supporting all students' behavioral and academic needs. This model is often referred to as a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI). Here is how we can effectively implement this model:

• Establish clear and positive behavior expectations for all students throughout the school. Teach these expectations explicitly and consistently.
• Collect data on student behavior to identify common behavioral issues. This data can come from observations, discipline records, and teacher reports.
• Implement schoolwide preventive strategies such as social-emotional learning programs, character education, and positive behavior interventions.
• Provide or refer faculty and staff to professional development for all staff on classroom management techniques and the promotion of positive behavior.
• Use screening tools and assessments to identify students who may be at risk for behavioral problems. These assessments may include surveys, checklists, and behavioral observations.
• Form intervention teams that include teachers, counselors, and behavior specialists to review data, identify at-risk students, and plan interventions.

• Offer small group interventions for students identified as at risk. These interventions should be evidence-based and focus on specific behavioral goals.
• Develop individualized behavior plans for students who require intensive support. These plans should be based on a functional behavior assessment (FBA) and include specific strategies and goals.
• Provide specialized services for students with significant behavioral challenges, such as counseling, behavior therapy, or mentoring.
• Engage parents and caregivers in the development and implementation of individualized plans. Maintain regular communication to ensure consistency between home and school.
• Identify students with disabilities through Child Find activities and conduct comprehensive evaluations to determine eligibility for special education services under IDEA.
• Develop and implement IEPs for eligible students with disabilities that include appropriate behavioral goals and strategies.
• Establish collaborative teams that include general education and special education staff to coordinate interventions and supports for students with disabilities.
• Ensure that behavioral and academic data are shared between MTSS and IDEA teams to provide a complete picture of student needs.
• Plan for smooth transitions between grade levels or schools, especially for students with disabilities who may require additional support during transitions.
• Provide ongoing professional development for staff on the principles of inclusive education and strategies for supporting students with disabilities in the general education setting.
• Regularly monitor and report on the progress of students with disabilities, ensuring that their needs are being met through coordinated services.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

To improve instruction, effectively use data from academic assessments, and recruit and retain effective teachers, especially in high-need subjects, schools can implement a range of professional learning and other activities for teachers, paraprofessionals, and other school personnel. Here is our comprehensive plan:

• Conduct PD, or faculty, department meetings on data analysis and interpretation to help educators understand and effectively use academic assessment data to inform instruction.
• Provide training on creating and implementing formative assessments, enabling teachers to gather real-time data on student progress.
• Foster a culture of data-driven instruction by teaching educators how to adjust their teaching methods based on assessment results.
• Offer professional development on the use of educational technology tools and software for data collection, analysis, and reporting.
• Continue to develop PLCs where teachers can collaborate to analyze data, share best practices, and develop targeted strategies for improvement.
• Provide specialized training and resources for teachers in high-need subjects, such as STEM (Science, Technology, Engineering, and Mathematics) or special education.
• Implement coaching and mentoring programs, pairing experienced teachers with newcomers to provide ongoing support and professional development.
• Offer training on cultural competence and equity to help teachers better understand and address the diverse needs of their students.
• Schedule regular data review meetings at the school and department levels to analyze academic assessments and adjust instruction accordingly.
• Develop data dashboards and reporting systems that make it easy for teachers to access and understand assessment data.
• Encourage peer observations and feedback, allowing teachers to learn from each other's effective

instructional practices.
• Use student feedback surveys such as the School Climate and School Culture survey to gather input on teaching effectiveness and areas for improvement.
• Identify and cultivate teacher leaders who can serve as mentors, curriculum developers, or instructional coaches to support their peers.
• Establish teacher residency programs where aspiring educators work alongside experienced teachers while receiving training and support.
• Advocate for competitive salaries and benefits to attract and retain high-quality teachers, especially in high-need subjects.
• Recognize and appreciate teachers through awards, incentives, and public recognition to boost morale and retention.
• Offer ongoing professional development and career advancement opportunities to keep teachers engaged and committed.
• Provide mentorship and support programs for new teachers, helping them acclimate to the profession and school environment.
• Create channels for teacher input and feedback in decision-making processes within the school and district.

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