Miami-Dade County Public Schools

William H. Turner Technical Arts High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

William H. Turner Technical Arts High School

10151 NW 19TH AVE, Miami, FL 33147

http//turnertech.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 mission of William H. Turner Technical Arts High School is to work collaboratively with all stakeholders to provide a rigorous curriculum that leads to high school graduation, college readiness, and industry certification for all students.

Provide the school's vision statement.

The vision of William H. Turner Technical Arts High School to equip our students with the academic and professional expertise necessary for success in a global society.

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
Frazier, Uwezo	Principal	Oversees the daily activities and operations of the school. Instructional leader of the school focused on leading teachers and staff, setting goals and ensuring students meet their learning objectives.
Laguerre, Fabrice	Assistant Principal	Vice Principal of the school overseeing school operations and school improvement process. Instructional leader for Math and Science. Manages physical and digital learning resources.
Martinez, Iris	Assistant Principal	Oversee school curriculum and instruction program. Instructional leader for English Language Arts and Social Science courses. Responsible for coordinator faculty meetings with a focus on building teacher capacity through professional development.
Shipman, Rosalind	Other	Provides overall leadership, supervision and coordination of all athletics and activities programs in the school and to provide students with worthwhile learning experiences.
Jones, Tenille	Other	Manages the administration of numerous district, state, national, and international assessments programs.
Herriott, Norbert	Dean	Supports the cultural improvement of the school by assisting teachers, students, and parents in the effective creation and implementation of individual behavior plans to maximize instructional time on task.
Weaver, Treesy	Other	Assist students in securing information for the selection of appropriate colleges, universities, vocational and/or technical schools; obtain and complete college admissions applications; and complete financial aid applications.
Harriott, Suzette	Teacher, ESE	Provide the level and frequency of support needed, based upon the general educators' and students' need for assistance. Arrange for alternative classroom and testing accommodations for students with disabilities.
Innocent, Julia	School Counselor	Provides advice and helpful resources to students regarding certain personal and academic situations. Responsible for offering counseling to students or Teachers, conducting group counseling sessions to help students develop their personal and academic skills and providing career advice and guidance to high school students.
Ramirez, Flavia	Administrative Support	Responsible for carrying out day-to-day organizational tasks and facilitating efficient communication across an entire office or specific department. Work closely with teachers to redesign the Media Center for social innovation and support the creation and implementation of the school's signature programs.

Name	Position Title	Job Duties and Responsibilities
Ortiz, George	Teacher, Career/ Technical	Teacher Leader overseeing the Electives Department and part of the PLST. Serve as the professional development coordinator of the school insuring that training and development for the school improvement plan is provided to teachers to meet intended outcomes.
VOUNZI, GLADYS	Assistant Principal	Oversee school culture initiatives and improvement. Instructional leader for Academies, Elective courses, Activities, and Athletics.

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 process for involving stakeholders in the School Improvement Plan (SIP) development, as required by ESSA, includes identifying stakeholders, communicating the SIP process, holding stakeholder meetings, conducting surveys, reviewing and analyzing data, integrating stakeholder input into the SIP, drafting and reviewing the plan, finalizing the SIP, and ensuring ongoing engagement during implementation. By actively involving stakeholders such as school leadership team, teachers, parents, students, and community leaders, their input and perspectives are incorporated into the plan, resulting in a more inclusive and effective strategy for improving the school and fostering a sense of shared responsibility for student success.

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))

To comply with ESSA, the School Improvement Plan (SIP) will undergo regular monitoring through data collection, analysis, and progress reporting to assess its effectiveness in narrowing achievement gaps and improving student outcomes. Targeted support and differentiated instruction will be provided to address the needs of marginalized students. The school will prioritize data-driven decision making, collaboration with stakeholders, and ongoing professional development to identify areas for improvement and make necessary revisions to the SIP, thereby ensuring continuous progress towards enhancing student achievement and meeting state academic standards. The following describes how these requirements will be fulfilled:

Regular Monitoring:

Data Collection: The school will collect various data points to monitor the implementation and impact of the SIP. This data may include student assessments, attendance records, discipline reports, graduation rates, and other relevant academic indicators.

Analysis and Evaluation: The collected data will be analyzed and evaluated regularly to determine the effectiveness of the SIP. This evaluation will focus on identifying areas of success, as well as areas that require improvement.

Progress Reporting: The school will generate regular progress reports that provide a comprehensive overview of the SIP's implementation and impact. These reports will be shared with key stakeholders, including teachers, administrators, parents, and the school community.

Addressing Achievement Gaps:

Targeted Support: The school will closely monitor the progress of students who are most affected by achievement gaps, such as students from low-income backgrounds, English language learners, students with disabilities, or other historically underserved populations. Targeted interventions and support programs will be implemented to address their specific needs and close the achievement gaps.

Differentiated Instruction: Teachers will be trained in evidence-based instructional strategies that cater to diverse student needs. They will utilize differentiated instruction techniques, personalized learning approaches, and data-driven decision-making to ensure all students receive the necessary support to meet the state's academic standards.

Plan Revision for Continuous Improvement:

Data-Driven Decision Making: The school will use the data collected during the monitoring process to identify areas where the SIP is not producing the desired results. This data-driven approach will guide the decision-making process for plan revisions.

Collaboration and Stakeholder Involvement: The school will engage in regular meetings and discussions involving teachers, administrators, parents, students, and community members. These collaborative efforts will facilitate feedback, sharing of best practices, and identifying areas for improvement.

Ongoing Professional Development: The school will provide professional development opportunities to educators to enhance their instructional strategies and approaches. This training will align with the identified areas for improvement and will ensure that educators have the necessary tools and knowledge to effectively implement the revised SIP.

By following this process of regular monitoring, addressing achievement gaps, and engaging in continuous improvement, the school will fulfill the requirements of ESSA and work towards improving student achievement and meeting the state's academic standards.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	

Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

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*		55	50	56	54	51	47		
ELA Learning Gains				60			41		
ELA Lowest 25th Percentile				52			26		
Math Achievement*		43	38	34	42	38	16		
Math Learning Gains				48			11		
Math Lowest 25th Percentile				54			13		
Science Achievement*		62	64	52	41	40	48		
Social Studies Achievement*		69	66	86	56	48	67		
Middle School Acceleration					56	44			
Graduation Rate		89	89	92	56	61	95		
College and Career Acceleration		70	65	52	67	67	50		
ELP Progress		49	45				60		

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

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	586
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	92

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				
ELL				
AMI				

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%
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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	30	Yes	1	1
ELL	48			
AMI				
ASN				
BLK	58			
HSP	64			
MUL				
PAC				
WHT				
FRL	59			

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												

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
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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	56	60	52	34	48	54	52	86		92	52	
SWD	26	33	27	11	29		55					
ELL	36	56	47	16	35	41	48	79		94	29	
AMI												
ASN												
BLK	55	61	50	32	49	57	48	86		94	51	
HSP	61	60	67	42	43		71	90		89	54	
MUL												
PAC												
WHT												
FRL	56	60	52	34	48	56	52	85		93	53	

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	47	41	26	16	11	13	48	67		95	50	60
SWD	31	57	70	18	20			36				
ELL	23	32	26	10	19	21	48	50		89	38	60
AMI												
ASN												

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
BLK	46	39	25	14	11	13	46	67		95	47	
HSP	51	48	33	27	14	17	59	65		96	70	
MUL	64	36										
PAC												
WHT												
FRL	47	41	26	15	11	14	46	65		94	51	

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
10	2023 - Spring	63%	54%	9%	50%	13%
09	2023 - Spring	62%	51%	11%	48%	14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	56%	-13%	50%	-7%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	52%	1%	48%	5%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	65%	-16%	63%	-14%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	66%	8%	63%	11%

III. Planning for Improvement

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

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

The data component that showed the lowest performance was Mathematics Proficiency, which was 48%. Although this category increased by 14 percentage points from the previous year, Mathematics Proficiency continues to be the lowest performing category: Algebra I Proficiency was 44% and Geometry Proficiency was 53%. Mathematics collaborative planning sessions provided limited opportunities for lesson planning alignment and the infusing of critical thinking, problem-solving, and logical reasoning. If our students lack opportunities to develop these skills, it may impact their performance on assessments. We need to emphasize the development of mathematical thinking and problem-solving abilities through authentic and challenging tasks.

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

The data component that showed the greatest decline from the previous year was U.S. History EOC Proficiency, which decreased by 13 percentage points. The performance trend for this category has been traditionally high because of the high yield of two veteran teachers, one of whom retired. The decline in the U.S. History EOC was a result of limited common planning between the veteran teacher and a new teacher to the discipline. It is crucial to evaluate the teaching methods and curriculum alignment to ensure they are engaging, student-centered, and anchored in critical thinking. Encouraging active learning, analysis of primary sources, and classroom discussions can deepen students' understanding of historical concepts and increase student performance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component demonstrating the greatest achievement gap compared to the state average is Biology Proficiency, which is 14 percentage points below the state average. The factors that contributed to the Biology achievement gap were limited differentiated instruction and teacher absenteeism. Students may not have received the necessary support to excel in Biology because Biology teachers did not embed professional development opportunities in collaborative planning session, which affected teacher effectiveness and achievement in Biology.

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

The data component that showed the most improvement was Mathematics Proficiency, which increased by 14 percentage points. Our emphasis on data-informed instruction has allowed Mathematics teachers to regularly assess student progress, identify areas of weakness, and adjust their instructional practices

accordingly. By using formative assessments, analyzing student work, and utilizing data analysis to adjust learning targets, Mathematics teachers have been able to tailor their teaching approaches to address specific learning needs. This individualized attention has significantly contributed to the overall improvement in assessment results.

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

The EWS data point of concern is attendance. As indicated by the data, 224 students had attendance reported below 90% for the 2022-23 school year. Another concern that impacted attendance was that 52 students had one or more suspensions. Although our school made great strides in 2023 in mitigating excessive absences through consistent and robust attendance interventions, the percentage of students with over 15 absences continues to be a concern. A significant contributing factor to student absenteeism was limited communication between school and families, resulting in misunderstandings or a lack of awareness regarding attendance policies and the relationship between regular attendance and increased academic achievement. Enhancing communication channels, providing clear expectations, and offering parent workshops can help improve understanding and collaboration between our school and our families.

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

Because Mathematics has historically been our lowest performing area, we will continue to focus on recognizing the diverse needs of our students to implement targeted interventions and support programs. By identifying students who require additional assistance, we have provided them with personalized instruction, remedial resources, and one-on-one tutoring. This targeted support has helped students overcome challenges, close learning gaps, and demonstrate improved performance in assessments. Similarly, because our Biology Proficiency is below the state average, we will offer ongoing professional development opportunities focused on effective instructional strategies, content knowledge, differentiation, and assessment practices.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

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

Based on the 2022-23 PowerBi EWI data, 72 of students failed their math course. We will implement the Targeted Element of Early Warning System to identify vulnerable subgroups and implement timely academic and/or attendance interventions.

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

If we successfully implement Early Warning Systems, math course failures will decrease by 17 percentage points by June 2024. The student failure in math will decrease from the current 72 students to 60 students within the next academic year. The data collected will provide a clear and quantifiable measure of the impact of implementing Early Warning System.

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

To monitor Early Warning Systems aimed at reducing the number of students failing math, the Leadership Team will analyze data on math performance, set benchmarks for improvement, conduct ongoing assessments, evaluate intervention effectiveness, collaborate with teachers, seek feedback from students, monitor progress, and periodically review and adjust interventions. By implementing these monitoring strategies, the teachers will identify struggling students, track their progress, and assess the impact of interventions. Regular data analysis and feedback from various stakeholders will enable teachers to make data-informed decisions, refine interventions, and ensure the system remains effective. This ongoing monitoring approach will allow teachers to identify trends, measure progress, and make necessary adjustments to support students at risk of failing math. By continuously evaluating EWS, teachers can strive for improved outcomes and ensure that interventions effectively address the needs of struggling math students.

Person responsible for monitoring outcome:

Uwezo Frazier (ufrazier@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.)

Within the Targeted Element of Early Warning System, our school will focus on evidence-based strategies, including targeted academic interventions, data-driven instruction, social-emotional learning programs, family engagement and support, professional development, and mentoring/individualized support. These interventions are backed by research and have demonstrated effectiveness in supporting at-risk students. Targeted academic interventions will provide additional instructional support, data-driven instruction to inform teaching strategies, social-emotional learning program to develop students' socio-emotional skills, family engagement to foster partnerships, professional development to enhance teacher capacity, and mentoring to provide individualized guidance. By implementing evidence-based interventions, teachers will strive to address students' academic challenges, promote their success, and improve overall educational outcomes. Selecting interventions based on research and best practices ensures that early warning systems effectively support students at risk of academic difficulties, empowering them to thrive academically and socially.

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

Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. The rationale for selecting early warning systems as interventions to lower math course failures lies in the need to identify struggling students early on and provide them with timely, personalized support. Early warning systems enable teachers to identify students at risk of math course failure by monitoring various indicators. This early identification allows for prompt intervention, preventing academic gaps and improving long-term outcomes. By tailoring interventions to individual student needs, teachers can address specific math-related challenges and provide targeted resources. The use of data-driven decision-making will ensure that interventions are evidence-based and continuously improved. EWS will also enable effective allocation of resources by directing them to students and teachers who need them the most. Overall, the rationale is rooted in the belief that early identification, personalized support, prevention of academic gaps, targeted resource allocation, and data-informed decision-making contribute to lowering math course failures and promoting student success in math.

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.

Leadership team will provide additional instructional support to students who are identified as at risk of falling behind in math using intervention opportunities. Evidence-based strategies will be used for remediation to include small-group instruction and personalized learning approaches tailored to address individual student needs. As a result, students will strengthen their foundational math skills, build confidence in their mathematical abilities, and achieve improved academic outcomes.

Person Responsible: Iris Martinez (irismartinez@dadeschools.net)

By When: 8/14-9/29

Leadership Team will regularly analyze data related to math performance, such as grades, assessments, and progress reports. Leadership Team will identify students who are at risk of failing math and track their progress over time. As a result, students who are at risk of falling behind in math receive the necessary support and interventions. This enables us to track their progress over time and tailor instruction to enhance math proficiency and academic success.

Person Responsible: Fabrice Laguerre (187015@dadeschools.net)

By When: 8/14-9/29

The Leadership Team will provide additional instructional support to students who are identified as at risk of falling behind in math using extended learning opportunities like before and after school tutoring. As a result, at-risk students will improve their math skills and excel academically.

Person Responsible: Fabrice Laguerre (187015@dadeschools.net)

By When: 8/14-9/29

#2. 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.

According to the 2023 B.E.S.T Assessment proficiency data, 44% of Algebra students were proficient and 52% of Geometry students were proficient in Mathematics. The greatest need for improvement is in Math achievement levels. Through progress monitoring, we saw a decline in our Algebra scores dropping 2% from the beginning of the year assessment to the middle of the year assessment. We also saw a decline in our Geometry progress monitoring data dropping 28% from the beginning of the year assessment to the middle of the year assessment. This resulted in state assessment scores that declined from the prior year with a 21% achievement level in Algebra 1 and a 46% achievement level in Geometry.

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

If we effectively implement strategies to explicitly teach Math, our B.E.S.T. assessment scores will increase by a minimum of 8 percentage points as evidenced by on-going progress monitoring and teacher-generated assessments by June 2024.

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

Progress monitoring data mining will be used by math teachers through Performance Matters. This data will help drive instruction based on the student's strengths and weaknesses. Teachers will share students' scores, progress, strengths, and weaknesses after each assessment. Formative assessments will be done after each critical concept is covered in both Algebra and Geometry. We will use Tier 3 strategies through teacher/student conferencing.

Person responsible for monitoring outcome:

Uwezo Frazier (ufrazier@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.)

Within the Targeted Element of Math, our school will focus on the evidence-based strategy of: a holistic approach to instruction as well as using web-based interactive software. Algebra Nation and Khan Academy will also be used by our math teachers and students. Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. We will be working with our teachers to focus on evidence-based strategies for math instruction. Key areas of focus will include visual representations and the use of manipulatives as a tool for teachers to model and demonstrate. We will be providing support for our SWD and low-performing students with an Interventionist in some Algebra and Geometry courses. The Interventionist will help facilitate lessons and provide small group instruction when needed.

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

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OMP can be implemented with individual students or an entire class. According to Khan Academy, Students who complete 60% or more of their grade-level math on Khan Academy experienced 1.8 times their expected growth. Blending the traditional strategies with the current to focus on the teacher/student relationship in tandem with the use of technology to enhance student achievement. Students need to interact more with the learning and teachers will incorporate project-based learning.

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.

Teachers will conduct diagnostic assessments to identify specific areas of weakness or gaps in students' understanding of algebraic concepts in Algebra and Geometry concepts in Geometry. As a result, interventions will be tailored more effectively.

Person Responsible: Fabrice Laguerre (187015@dadeschools.net)

By When: 8/14-9/29

Teacher leaders will design and share targeted instruction plans based on the diagnostic assessments for Algebra and Geometry. Teachers will focus on addressing the identified areas of weakness and provide explicit instruction, guided practice, and opportunities for independent practice. As a result, we will create tailored instruction plans for Algebra and Geometry, addressing areas of weakness and providing structured learning opportunities to help students succeed.

Person Responsible: Fabrice Laguerre (187015@dadeschools.net)

By When: 8/14-9/29

Students who continue to struggle due to learning loss, attendance issues, disciplinary issues, and low grades, will be referred to our MTSS team to provide individualized, intensive supports matched to a range of specific student needs. As a result, identified students will be targeted for one-on-one or small group instruction to provide intensity as students will have more opportunities to practice and respond.

Person Responsible: Fabrice Laguerre (187015@dadeschools.net)

By When: 8/14-9/29

#3. Instructional Practice specifically relating to Small Group Instruction

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

According to the 2023 EOC Assessment in Science proficiency data, 49% of Biology students were proficient. This resulted in state assessment scores that decreased from the prior year achievement of 52% proficiency to the current year achievement of 49% proficiency in Biology. Through progress monitoring, we saw a decline in our US History scores during the Mid-Year Assessment that led to a decrease in proficiency from the prior year achievement of 86% proficiency to the current year achievement of 74% proficiency.

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

With the implementation of Small Group Instruction, our Biology proficiency will increase by 12 percentage points from 49% to 61% and our US History proficiency will increase by 6 percentage points from 74% to 80% as measured by the End-of-Course assessments by June 2024.

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

Small group instruction provides opportunities for monitoring the desired outcome through various strategies. Ongoing formative assessments, such as quizzes and observations of student work, help track individual progress and identify areas that need reinforcement. Teachers can document observations and engage in dialogue to assess students' understanding and critical thinking skills. Collaborative assessments within small groups allow for the evaluation of group dynamics and individual contributions. Assigning individual performance tasks provides insight into mastery of specific skills. Teachers can analyze the collected data to identify trends, patterns, and areas requiring further attention. This data-driven approach informs instructional adjustments and targeted interventions to support students' progress. Monitoring within small group instruction ensures that students are on track towards the desired outcome and allows for timely feedback and support to maximize their learning.

Person responsible for monitoring outcome:

Uwezo Frazier (ufrazier@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.)

Within the Targeted Element of Small Group Instruction, our school will focus on the evidence-based strategy of: organizing students into small groups to address individual needs, promote collaboration, and create a supportive learning environment. Diagnostic assessments are used to identify individual strengths and weaknesses. During small group instruction, teachers will provide personalized attention and tailored instruction to address these needs. The instruction will include explicit teaching, guided practice, and independent work, using differentiated strategies to engage students. The small group setting will foster active engagement and peer learning, allowing students to collaborate, discuss ideas, and receive feedback. Formative assessments will be used to monitor progress and make instructional adjustments. The use of small group instruction has been shown to be effective in improving student outcomes by providing targeted instruction, facilitating peer interaction, and allowing for ongoing assessment and adjustment.

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

The term Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students. Targeted remediation becomes feasible as teachers focus on specific areas of weakness, helping students overcome challenges and close achievement gaps. Small groups optimize instructional time by delivering focused instruction, practice, and immediate feedback. Students feel a greater sense of accountability, as their progress is more noticeable within a small group. Ongoing assessment and data collection inform instructional decisions, ensuring interventions are tailored to student needs. Ultimately, small group instruction provides a supportive and interactive learning environment that enhances student achievement and growth.

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.

Teachers will conduct ongoing formative assessments within the small group setting to monitor student progress and understanding. These assessments can take the form of quizzes, exit tickets, discussions, or observation of student work. As a result, teachers will continually monitor student progress and adapt teaching strategies accordingly.

Person Responsible: Iris Martinez (irismartinez@dadeschools.net)

By When: 8/14-9/29

Teachers will closely observe students' participation, engagement, and problem-solving approaches during small group instruction. This qualitative information will provide a comprehensive understanding of students' strengths, weaknesses, and growth over time.

Person Responsible: Iris Martinez (irismartinez@dadeschools.net)

By When: 8/14-9/29

Teachers will utilize data trackers to gauge student progress and guide instruction and small group interventions. They will document anecdotal notes, checklists, or rubrics to track individual student progress. As a result, teachers will guide instruction and inform small group interventions.

Person Responsible: Iris Martinez (irismartinez@dadeschools.net)

By When: 8/14-9/29

#4. ESSA Subgroup specifically relating to Students with Disabilities

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

Based on the 2023 assessment data, Students with Disabilities' (SWD) Achievement decreased in ELA Achievement from 31% to 26%, a decrease of 5 percentage points and in Math Achievement from 18% to 11%, a decrease of 7 percentage points when comparing 2022 to 2023. This data shows an achievement gap between the SWD subgroup and their general education peers. The Leadership Team will focus on improving outcomes for the SWD subgroup by significantly improving inclusion practices.

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 With Disabilities (SWD) as measured through standardized test scores, grades, or other academic assessments for the SWD subgroup, an additional 7% of SWD in ELA (for a total of 33%) and an additional of 9% of SWD in Math (for a total of 20%) will reflect a 16 percentage point increase in proficiency, by the third F.A.S.T. state assessment for the 2023-2024 school year.

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

The Leadership Team will focus on students with disabilities using various methods to monitor their progress. Administration will collect and analyze data on academic performance, attendance, and behavior, comparing it to set benchmarks. The Multi-Tiered Systems of Support (MTSS) team will regularly review and update Individualized Education Programs (IEPs), assessing progress towards goals. Communication with teachers will be essential, including check-ins, meetings, and progress reports. Collaboration with support staff such as special education teachers and therapists will be vital for insights and interventions. Parent and caregiver involvement will be encouraged through meetings and progress reports. Classroom observations, walkthroughs, evaluations, and assessment reviews will provide firsthand knowledge of the subgroup. Technology and data management systems will aid in efficient data collection, analysis, and reporting. These strategies will enable the leadership team to gather valuable information, identify areas of improvement, and make informed decisions to support students with disabilities effectively.

Person responsible for monitoring outcome:

Uwezo Frazier (ufrazier@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.)

Within the Targeted Element of Student With Disabilities, our school will focus on the evidence-based strategy of: Differentiated Instruction. The use of differentiated instruction will enable teachers to implement interventions selected based on the specific needs of each student. Ongoing monitoring and adjustments will be made to ensure effectiveness. By employing evidence-based interventions and differentiated instruction, we aim to enhance the academic, social, and emotional outcomes of students with disabilities and foster inclusive learning environments.

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

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. Differentiated Instruction will be used to take a proactive and preventive approach by identifying and addressing challenges early on, aiming to prevent academic and behavioral difficulties from escalating. The use of data-driven decision-making will allow teachers to monitor student progress, identify areas of concern, and provide timely interventions tailored to individual needs. Collaboration and coordination among educators, specialists, and support staff will ensure a comprehensive and integrated approach to supporting students with disabilities.

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.

Teachers will participate in professional development focusing on Differentiated Instruction. As a result they will be able to infuse small-group instruction, optimize effective interventions and monitor progress for all students.

Person Responsible: Iris Martinez (irismartinez@dadeschools.net)

By When: 8/14-9/29

Teachers will strategically implement the MTSS tiered framework that allows for the delivery of targeted and individualized support based on students' specific needs. As a result, students with disabilities will receive interventions at different tiers based on their academic needs, ensuring that interventions are tailored to their unique circumstances.

Person Responsible: Iris Martinez (irismartinez@dadeschools.net)

By When: 8/14-9/29

Leadership Team will involve parents and the wider community in the MTSS process by keeping families informed about their students' progress, involve them in decision-making, and offer resources to support their students' learning at home. As a result, the Leadership Team will foster collaboration to enhance the success of students with disabilities.

Person Responsible: Iris Martinez (irismartinez@dadeschools.net)

By When: 8/14-9/29

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 of reviewing and allocating school improvement funding, particularly as a Title I schools with low socioeconomic status, entails collecting and assessing data on student performance and needs, setting focused improvement goals, identifying essential resources, allocating funds, emphasizing equity for disadvantaged students, engaging diverse stakeholders, implementing and tracking initiatives, remaining adaptable to evolving needs, and perpetuating a cycle of continuous improvement. This comprehensive

approach ensures that the school equitably allocate resources to effectively address the unique challenges and learning requirements of the student population, ultimately striving to enhance educational outcomes.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The school will post the SIP, UniSIG budget and SWP documents on the school's official website under a dedicated section for reference. Stakeholders will receive concise and reader-friendly At-a-Glance version of the SIP, highlighting the key goals and actions. The school will distribute these documents both digitally and in print, at key events such as Open Houses, EESAC meetings, and community events. In collaboration with PTA and EESAC, the school will conduct town hall-style meetings at least twice a year to brief stakeholders on SIP progress. The school will prepare quarterly progress reports detailing advancements towards SIP goals, which will be disseminated through EESAC, PTA, and community events. The school will translate all SIP-related communications, including the At-a-Glance document, into languages commonly spoken among students and parents and make translated documents accessible on the school website and in hard copy. The school will post responses to frequently asked questions publicly, through school website and social media, for transparency. The school's Community Involvement Specialist will organize workshops, focus groups, and volunteer initiatives tied to SIP objectives throughout the year.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will build and nurture relationships with parents, families and other stakeholders by establishing open channels of communication, including increasing face-to-face meetings to discuss students' academic progress and overall well-being, utilizing digital platforms to provide real-time updates to parents and community members, organizing workshops on topics relevant to parents and stakeholders, inviting parents to participate in school committees and decision-making processes, creating a suggestion box both online and on-site to encourage stakeholders to share ideas and innovative solutions, forging partnerships with local organizations to create opportunities for students' experiential learning and community involvement, providing clear and comprehensive progress reports that outline students' academic development, acknowledge parents' contributions and engagement through recognition events or awards, engaging successful alumni and parents to share their career experiences and offer insights, and conducting periodic evaluations of the effectiveness of our relationship-building efforts.

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

Our school will utilize Mathematics, Language Arts, Social Studies, Science and Electives departments' Collaborative Planning sessions to identify opportunities to integrate interdisciplinary approaches and real-world applications; learn and share techniques for personalized instruction to address diverse learning needs and styles; design and infuse hands-on projects that foster collaboration, problem-solving, and application into lesson plans; integrate monitoring strategies that offer ongoing feedback to students; and conduct regular analysis of student performance data that will drive instructional decisions and curriculum adjustments.

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

Our school integrates Federal, State, and local services, resources, and programs which are crucial for providing a holistic and well-rounded educational experience for our students, including wellness initiatives, Project Upstart, adult and CTE offerings, and academic initiatives aligned with the requirements and recommendations of ESSA.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

Our counseling department provides personalized guidance, addressing emotional and social well-being. School-based mental health coordinators offer professional counseling to students facing mental health challenges. Our ESE program specialists supports students with individual learning needs, ensuring tailored assistance through faithful implementation of IEP. Furthermore, mentoring programs connect students with positive role models, fostering personal growth. Additionally, various strategies like workshops, extracurricular activities, and peer support initiatives enhance students' skills outside academics, nurturing their overall development and 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))

Our school's academic courses are integrated into the students' career major through an interdisciplinary approach. By successfully completing a sequence of technical courses, students gain certification(s) in one or more related careers. Currently, students work in cohorts of seven academies: Academy of Civil Engineering and Architectural Design, Academy of Criminal Justice, Academy of Entertainment Technology, Academy of Business Finance (NAF), Academy of Information Technology (NAF), Academy of Medical Science (NAF), and Academy of Veterinary Science & Agricultural Technology. All students assemble an active career portfolio (Capstone), which includes examples of their individual work. Under each academy, students participate in hands-on experiences through workplace executive internships. Our school also offers extensive in-house and off-campus dual enrollment offerings through its partnership with Miami Dade College and Howard University.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school has implemented a comprehensive schoolwide tiered model to proactively prevent and address problem behavior, aligning seamlessly with our early intervention services. This structured approach involves multiple tiers of support, beginning with positive behavior strategies. Targeted interventions are provided for those requiring more specific assistance, while intensive individualized support is available for students with unique needs. By closely coordinating these efforts with activities and services under IDEA, we ensure a cohesive approach to support that caters to diverse student requirements. This collaborative framework prioritizes early identification, intervention, and continuous progress monitoring, promoting a positive and inclusive learning environment for all students.

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

Our school implements a robust professional learning program for school personnel embedded into faculty meetings and collaborative planning sessions. In addition, we support teaches who are new to the profession by implementing mentorship programs, peer observations, and coaching initiatives that promote professional growth and improve teacher morale. Teachers engage in regular data disaggregation and analysis to adjust instruction to address student deficiencies and provide enrichment to proficient students.

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