

Miami-Dade County Public Schools

# Itech@Thomas A Edison Educational Center School



2023-24

Schoolwide Improvement Plan (SIP)

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# Itech@Thomas A Edison Educational Center

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[ no web address on file ]

## 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.

iTech provides life long and meaningful educational opportunities via transformative career preparation, service learning experiences and a variety of industry program modalities that allow students to earn technical certification(s).

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

The vision at iTech is to empower and transform scholars into future trailblazers and progressive leaders that positively impact the school and local communities. Our vision is to also foster creativity and critical thinking, while simultaneously using state-of-the-art training technologies.

### 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
Aristide, Wallace	Principal	Principal of iTech, oversees and ensures all academic and operational initiatives are successful
McCloud, Tracy	Assistant Principal	Bridges the administration and school operations to department chairs.
Lewis, Keon	Teacher, K-12	Social Science Department Chair, STEM Designation liaison, Science Fair coordinator, SECME coordinator, Club sponsor, Fairchild Challenge coordinator, Technology coordinator, Gradebook Manager, RJP coach, and Mental Bridges coordinator.
Longchamp, Beatrice	Teacher, K-12	Academy Department Chair who oversees all activities and programs within our 3 academes, iCode, GIS, and ERP.

#### 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.

iTech works with the Parent Teacher Association (PTA) as well as Educational Excellence School Advisory Council (EESAC) to involve its stakeholders. The Leadership team got together in the Summer time during SYNERGY and developed an action plan for the SIP. The team then collaborated with

faculty staff and stakeholders to review the SIP and to receive feedback. Once feedback was given, the input was used for final SIP draft.

### 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 School Improvement Plan (SIP) will be monitored by monthly faculty meetings, department chair updates with faculty and staff, and walk throughs. Changes will be made as needed.

### Demographic Data

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	99%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A  2019-20: B  2018-19: B  2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	
Number of student enrolled	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	

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

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

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

#### 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	0	0	0	57	
One or more suspensions	0	0	0	0	0	0	0	0	0	22	
Course failure in ELA	0	0	0	0	0	0	0	0	0	30	
Course failure in Math	0	0	0	0	0	0	0	0	0	9	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	44	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	58	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	62	

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	0	0	0	62

**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	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	2

**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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	

**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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**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*	70	55	50	46	54	51	36		
ELA Learning Gains				58			37		
ELA Lowest 25th Percentile				68			30		
Math Achievement*	53	43	38	51	42	38	26		
Math Learning Gains				70			31		
Math Lowest 25th Percentile				90			45		
Science Achievement*	80	62	64	56	41	40	60		
Social Studies Achievement*	81	69	66	80	56	48	68		
Middle School Acceleration					56	44			
Graduation Rate	100	89	89	97	56	61	97		
College and Career Acceleration	65	70	65	86	67	67	80		
ELP Progress	75	49	45	44			36		

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

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

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	7

**2021-22 ESSA Federal Index**

Percent Tested	100
Graduation Rate	100

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	746
Total Components for the Federal Index	11
Percent Tested	100
Graduation Rate	97

**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	70			
ELL	62			
AMI				
ASN				
BLK	73			
HSP	78			
MUL				
PAC				
WHT				
FRL	77			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	60			
AMI				
ASN				
BLK	67			
HSP	65			
MUL				
PAC				
WHT				
FRL	68			

**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	70			53			80	81		100	65	75
SWD	70										1	
ELL	45			65							3	75
AMI												
ASN												
BLK	67			58			77	74		64	6	
HSP	76			44			85	95		67	6	
MUL												
PAC												
WHT												
FRL	73			52			87	84		67	6	

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	46	58	68	51	70	90	56	80		97	86	44
SWD	8	36		50	73							
ELL	23	48	40	70	82		58	65		92	82	44
AMI												
ASN												
BLK	40	57	71	39	72	88	53	85		100	89	40
HSP	58	60		68	72		60	70				
MUL												
PAC												
WHT												
FRL	45	59	68	51	70	90	56	81		97	85	50

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	36	37	30	26	31	45	60	68		97	80	36
SWD	0	0		33								
ELL	16	24	17	32	47	62	52	60				36
AMI												
ASN												
BLK	30	30	26	23	28	40	55	52		96	83	
HSP	46	46	31	35	40		71	85		100	73	
MUL												
PAC												
WHT												
FRL	37	37	33	26	30	44	57	65		97	79	40

### 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	77%	54%	23%	50%	27%
09	2023 - Spring	72%	51%	21%	48%	24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	56%	-8%	50%	-2%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	52%	10%	48%	14%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	65%	15%	63%	17%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	66%	14%	63%	17%

### 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.**

Our Algebra 1 data showed the lowest performance as we had 48% proficiency which is 8 percentage points lower than the district. We are trending upwards as this is an increase when compared to the previous school year where we received only 44% proficiency. Algebra 1 has always been a challenge and certain steps were taken to allow for tutoring and intervention, however we are not in a place where we want to be as we are still below the state average. Contributing factors include a small percentage of students attending Algebra tutoring.

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

We currently do not have any academic components that have declined from the previous year.

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

The largest positive gap when compared to the state average was our Grade 10 ELA Achievement being 28 percentage points above the state average. The largest negative gap when compared to the state average was our Algebra 1 Achievement being 5 percentage points below the state average. Our ELA department has excellent collaboration coordinating their interventions and boot camps and ensuring that the time allotted was filled with quality instructions aligned to standards based on what the students needed most. Our ELA department also received District support meeting with the department chair to discuss data and plans of action. Our leadership team will make certain changes to ensure that the Algebra 1 instruction and intervention achieves more positive results for this upcoming school year.

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

Our ELA Achievement is 74%, an increase of 28 percentage points when compared to the previous school year. New actions taken in our school were a stronger emphasis on progress monitoring, tutoring program, intervention services, an increase in Winter and Spring Break Academies, increase in Bootcamps, and a cultural shift of students taking ownership and celebrating their academic achievement. Our Science Achievement is 80%, an increase of 24 percentage points when compared to the previous school year. Actions taken were an increased collaboration of STEM 4.0 lesson plans, and lesson plans with engaging content aligned to the the EOC standards.

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

N/A

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

1.Increase Algebra 1 Achievement 2. Increase Advanced Placement courses and scores 3.Increase Recruitment 4. Increase Parent Involvement 5.Maintain our achievements such as "A" school status, STEM Designation, Merit Award, 100% Graduation Rate, Partnerships, and Scholarships for Seniors

#### **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 Benchmark-aligned 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.

Based on the data review, our school will implement Technology Integration relating to Standards-aligned instruction. We selected this area of focus based on our findings that demonstrated our 2023 Algebra 1 proficiency rate is at 48%, 8 percentage points lower than the District average of 56%. We are not meeting the needs of all learners therefore, it is evident that we must improve our ability to have our instruction focus more closely on the standards being tested to improve success of the students we serve. We will improve the instruction necessary to align standards to grade-level content in order to make learning gains and move towards proficiency.

**Measurable Outcome:**

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

If we successfully implement Standards-aligned instruction, then our student achievement will increase by a minimum of 10 percentage points on the F.A.S.T. Algebra 1 EOC exam.

**Monitoring:**

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

The Leadership Team will review monthly lesson plans for classroom and tutoring instruction for indication of standards-aligned instruction. Data Analysis will be utilized to observe progress and inform decision making. Data and lesson plans will be analyzed during department meetings to ensure students are demonstrating growth on each standards.

**Person responsible for monitoring outcome:**

Keon Lewis (klewis@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.)

Technology Integration will be implemented for this area of focus as it will assist in students engagement and allow for easier progress monitoring and standard based tools.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Technology integration used in general content areas will allow students to be more engaged in their learning and problem solving. District approved technology programs and Apps are aligned to specific grade level standards which will ensure students are being assessed in correctly aligned instruction and aid in data collection for those standards.

**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 3 - Promising 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.



Our gradebook manager will offer a Schoology professional development at the Opening of School meeting to ensure that all staff are able to properly use this new Learning Management System in Math.

**Person Responsible:** Keon Lewis (klewis@dadeschools.net)

**By When:** 8/22-09/28

Professional development will be provided to staff on how to create Math lessons using the SAMR model and will be required to document Math lessons once per quarter using the District's STEM 4.0 rubric. The first PD will be given by math teacher, Mr. Gonzalez during the opening of school meetings. Department chairs will collect artifacts of evidence of the STEM lessons quarterly during their collaborative planning. Successful implementation will be evidenced by the opening of school PD agenda and future quarterly meeting agendas.

**Person Responsible:** Keon Lewis (klewis@dadeschools.net)

**By When:** 8/22-09/28

Students will register Math projects for the District's competition. This will allow technology integration to occur in a student centered method where they can link standards they are learning in class to perform a project of their choice. Successful implementation will be evidenced by project summaries and registrations.

**Person Responsible:** Keon Lewis (klewis@dadeschools.net)

**By When:** 08/22-09/28

**#2. Instructional Practice specifically relating to Differentiation****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 data review, our school will implement Ongoing Progress Monitoring relating to Differentiation. We selected this area of focus based on our findings that demonstrated our 2023 Algebra 1 proficiency rate is at 48%, 8 percentage points lower than the District average of 56%. We are not meeting the needs of all learners therefore differentiating our instruction and using data to make decisions through Ongoing Progress Monitoring will improve success for our students. We will differentiate the standards of grade-level content in order to make learning gains and move towards a higher level of proficiency.

**Measurable Outcome:**

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

If we successfully implement Differentiation, our overall Algebra 1 Proficiency will increase by a minimum of 10 percentage points as evidenced by the 2024 State Assessments.

**Monitoring:**

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

The Administration will conduct quarterly data chats with each teacher to adjust groups based on current data in real time and follow-up with regular walkthroughs to ensure quality instruction is taking place. Data Analysis of formative assessments be reviewed monthly to observe progress in the proficiency of tested Math standards and which specific standards need to be remediated. The Leadership Team will analyze this data to ensure students are demonstrating growth on these remediated standards. Students who are not showing growth based on the ongoing progress monitoring will be targeted to receive our extended learning opportunities.

**Person responsible for monitoring outcome:**

Wallace Aristide (pr7005@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.)

Ongoing Progress Monitoring will hold instructional staff accountable that their practices of differentiation and overall lessons are effective in targeting the given standards necessary for student success on FSA or industry certification exams.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Ongoing progress monitoring is used to assess how well our students are performing in their academics allowing to quantify the rate of improvement or responsiveness to instruction and indicate how effective the instruction is.

**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.

After the Schoology professional development held at the opening of school meeting on how to utilize standards based grading and tracking on this platform, the gradebook manager will give additional monthly support to our staff as they use this new Learning Management System for ongoing progress monitoring. This will include how to monitor students assignments, how to sync grade book with Schoology to track student achievement, how to use Schoology interactive notebook and how to communicate via Schoology's communication platform. Successful implementation will be evidenced by meeting agendas on Schoology, walk throughs and support email communication.

**Person Responsible:** Keon Lewis (klewis@dadeschools.net)

**By When:** 8/22- 09/28

Quarterly data meetings will be held from our administration with each teacher to review the ongoing progress monitoring and see how the school can assist in increasing student success from our intervention and tutoring services. Successful implementation will be evidenced by the administration's data meeting log

**Person Responsible:** Wallace Aristide (pr7005@dadeschools.net)

**By When:** 8/22- 09/28

We will analyze Math MYA data in Algebra and Geometry and identify students who need extra help and place them in our Spring Break Academy. Here, they will receive ongoing individualized support based on their specific weaknesses and areas for improvement, helping them reach their full potential as they prepare for their end of year exams. Successful Implementation will be evidenced by Spring Break Academy attendance roster.

**Person Responsible:** Tracy McCloud (tmcccloud@dadeschools.net)

**By When:** 08/14-09/28

**#3. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

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

Based on a review of the 2023 Student Climate Survey, the leadership team has identified a need in the area of positive culture as 56% of students strongly agreed/agreed with the statement, "The overall climate at my school is positive and helps me learn." There was no change in the percentage from the 2022 Student Climate Survey, as the survey indicated positive culture stood at 56%. Due to Social and Emotional learning being a large part of school culture and an element in raising student success, we feel that this is an area of focus we can and must be improve as it can't stay stagnant.

**Measurable Outcome:**

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

If we successfully implement Social and Emotional Learning Initiatives, our 2024 Climate Survey will have an increase of 15 percentage points for the question, "The overall climate at my school is positive and helps me learn."

**Monitoring:**

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

Restorative Justice Practice activity logs, Positive Behavior Support reports, Youth Mentorship club attendance, and Parent Activity logs will be monitored to track the successful implementation of Social and Emotional Learning.

**Person responsible for monitoring outcome:**

Tracy McCloud (tmcccloud@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.)

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

A growing body of research indicates that schools that promote social and emotional learning are critical to students' academic, social, personal, and professional success. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### Action Steps to Implement

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

We will utilize our Homeroom period to incorporate Restorative Justice Practice and advisement strategies such as a embedding a daily-check in time with our students, emphasizing mental health and social-emotional well-being. Making these connections will change the way students learn and foster healthy relationships that will improve school climate and culture. Successful implementation will be evidenced by these daily homeroom activities.

**Person Responsible:** Keon Lewis (klewis@dadeschools.net)

**By When:** 8/14/23-9/29/23

We will start a weekly Positive Behavior program where students will receive Positive Behavior Referrals when they model exceptional behaviors based on Values Matter principles. As an incentive, each Positive Behavior referral will be entered into a drawing for a prize and shared amongst faculty and staff during each Friday's afternoon announcement. Successful implementation will be evidenced by the Positive Behavior Referrals and the winners log for each weekly drawing.

**Person Responsible:** Keon Lewis (klewis@dadeschools.net)

**By When:** 8/14/23-9/29/23

We will have school Youth Mentorship program offered to our students such as H.I.P (Health Information Program) the program coordinator will meet with students once a week. Successful implementation will be evident by attendance logs and surveys.

**Person Responsible:** Keon Lewis (klewis@dadeschools.net)

**By When:** 8/14/23-9/29/23

**#4. ESSA Subgroup specifically relating to Black/African-American****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 a review of the Social Studies 2023 U.S History EOC Data, 74% of African American/Black subgroup students achieved proficiency of 74% as compared to the school wide average of 80%. This 6% differential indicates a need for improvement.

**Measurable Outcome:**

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

If we successfully implement Extended Learning Opportunities, then proficiency will increase by 10 percentage points for the Black/ African American subgroup as evident by the 2024 U.S History EOC.

**Monitoring:**

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

In order to address this concern and for our lower performing ethnic subgroup to achieve proficiency to match other ethnic subgroups, it is imperative that the Social Studies Department meets bi-weekly to work on agenda items as one team and consider what will be the most effective communication methods. Successful implementation will be evidenced by department meeting agendas, boot camp and lunch tutorial sign in sheets, professional development attendance, communication logs, and the successful implementation of shared department vision.

**Person responsible for monitoring outcome:**

Tracy McCloud (tmcccloud@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.)

We will implement Extended Learning Opportunities throughout the school . This will allow the social studies department to realize the vision of high proficiency in all ethnic subgroups.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By providing Extended Learning Opportunities such as data driven boot camps and the amount of time the Social Studies Department meet and discuss curriculum (PLC), and lunch tutorial, we will see overall proficiency on the Social Studies 2023 FAST/EOC in the Black ethnic subgroup and we will see the shared vision of the Social Studies department.

**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.

Social Studies Department will meet bi-weekly to discuss curriculum related to student achievement. As they will identify and target students that are in need of boot camp, lunch tutorial and other interventions necessary.

**Person Responsible:** Tracy McCloud (tmcccloud@dadeschools.net)

**By When:** 8/14/23-9/29/23

Department chair will meet with teachers bi-weekly to discuss learning opportunities for students beyond the school day as well as enrichment opportunities for students. This will be evident by meeting agendas.

**Person Responsible:** Keon Lewis (klewis@dadeschools.net)

**By When:** 8/14/23-9/29/23

The principal will conduct data chats with teachers and walk throughs to ensure full implementation of boot camps and lunch time tutorials.

**Person Responsible:** Keon Lewis (klewis@dadeschools.net)

**By When:** 8/14/23-9/29/23

### 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).

N/A

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

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

n/a



**Measurable Outcomes**

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2 Measurable Outcomes**

n/a

**Grades 3-5 Measurable Outcomes**

n/a

**Monitoring****Monitoring**

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

n/a

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs****Description:**

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A



**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

N/A

**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.

Progress of the SIP will be placed on iTech's website where it will be readily available and visible to parents and all stakeholders. As well as in the opening of schools, monthly faculty meetings with teachers and staff and open house with parents and all stakeholders.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We have reached out into our community to make many new connections and partnerships. We were successful in having an increased presence in our community of what we have to offer in our Magnet academies and our STEM curriculum. Our STEM committee continues to bring about robust STEM lessons, projects, and promote our school's vision. Our school leadership team has implemented successful plans involving academics, dual enrollment, certifications, internships, and community involvement allowing our school to receive the grade of an "A". Examples of community stakeholders include partnerships with FIU, MDC, Amazon, Globalxnet Technologies, Fairchild Garden, Mental Health organizations, Health Information Program (H.I.P), and South Florida Digital Alliance. Our community involvement specialist has been successful in increasing parent involvement and allowing for a more supportive network to be created.

**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)**

We will implement technology usage, provide teacher training opportunities, conduct cultural activities, bring in motivational guests speakers and provide student counseling. We also improve our school maintenance. Increase our parent-teacher communication, and ramp up our activities outside the classroom for student exposure and engagement. These are all the tools we will need to strengthen our academic programs in our school.

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

N/A

#### **Optional Component(s) of the Schoolwide Program Plan**

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

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

At iTech @ Thomas A. Edison Educational Center our school can ensure various support services and strategies to improve students' skills outside of academic subject areas:

1. Counseling Services: The school provides counseling services through trained counselors or therapists. These professionals offer individual and group counseling sessions to address students' emotional, social, and psychological needs. They help students navigate personal challenges, develop coping strategies, and build resilience.
2. School-Based Mental Health Services: The school collaborates with mental health professionals to offer on-site mental health services. This may include regular visits from psychologists, psychiatrists, or social workers who can diagnose and treat more complex mental health issues. These professionals work closely with teachers and counselors to provide comprehensive care.
3. Specialized Support Services: For students with special needs or learning differences, the school ensures the availability of specialized support services. This might involve Individualized Education Plans (IEPs) or 504 plans that outline tailored strategies and accommodations to help these students succeed academically and socially.
4. Mentoring Services: The school establishes mentoring programs where experienced teachers, older students, or community volunteers serve as mentors to younger or less experienced students. Mentors offer guidance, share experiences, and provide a positive role model, helping mentees develop life skills.

and confidence.

5. Social-Emotional Learning (SEL) Programs: Incorporating SEL into the curriculum, the school teaches emotional intelligence, self-awareness, social awareness, relationship skills, and responsible decision-making. SEL helps students develop healthy relationships, manage emotions, and make ethical choices.

6. Conflict Resolution Programs: The school implements programs that teach conflict resolution skills. Students learn how to communicate effectively, manage disagreements, and find peaceful solutions to conflicts. These skills contribute to a positive and inclusive school environment.

7. Peer Support Groups: Peer support groups bring together students facing similar challenges, such as grief, bullying, or stress. These groups offer a safe space for sharing experiences, providing empathy, and learning from one another. Trained facilitators guide these sessions.

8. Career Counseling and College Readiness: The school offers career counseling services to help students explore their interests and strengths, set goals, and make informed decisions about their future. They also provide assistance with college applications, scholarships, and career pathways.

9. Community Partnerships: The school collaborates with local organizations, nonprofits, and mental health agencies to expand the range of available support services. These partnerships can bring in additional resources, workshops, and expertise.

10. Parent Involvement: The school actively involves parents in supporting students' holistic development. Regular communication, workshops, and seminars help parents understand their children's needs and provide consistent support at home.

11. Regular Assessment and Improvement: The school regularly assesses the effectiveness of these services through student feedback, academic performance, and behavioral indicators. Continuous improvement ensures that strategies are meeting students' needs effectively.

By combining these approaches, we can create a comprehensive support system that addresses students' well-being, emotional growth, life skills, and personal development alongside their academic education.

**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))**

At iTech @ Thomas A. Edison Educational Center, our approach to preparing students for postsecondary opportunities and the workforce is comprehensive and forward-looking. We recognize the significance of career and technical education (CTE) programs in equipping students with practical skills and knowledge. Our curriculum not only emphasizes traditional academic subjects but also integrates hands-on training and real-world experiences through CTE. We have reached out into our community to make many new connections and partnerships. We were successful in having an increased presence in our community of what we have to offer in our Magnet academies and our STEM curriculum. Our STEM committee continues to bring about robust STEM lessons, projects, and promote our school's vision. Our school leadership team has implemented successful plans involving academics, dual enrollment, certifications, internships, and community involvement allowing our school to receive the grade of an "A". Examples of community stakeholders include partnerships with FIU, MDC, Amazon, Globalxnet Technologies, Fairchild Garden, Mental Health organizations, Health Information Program (H.I.P), and South Florida Digital Alliance. Our Community Involvement specialist has been successful in increasing parent involvement and allowing for a more supportive network to be created.

In essence, iTech @ Thomas A. Edison Educational Center prioritizes the holistic development of our students. We believe that by blending academic excellence with hands-on experience, career exploration, and opportunities for earning college credits, we are preparing our students to thrive in the dynamic landscape of postsecondary education and the workforce.

**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).**

At iTech @ Thomas A. Educational Center the implementation of a schoolwide tiered model to prevent and address problem behavior, along with early intervening services coordinated with activities under the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA), involves a systematic approach to supporting students' behavioral and academic needs across different tiers of intervention. This approach is designed to promote positive behavior, provide timely support, and address challenges that students might face in their learning environment. Here's an overview of how this might be implemented:

**Tiered Model Overview:** The tiered model typically consists of three tiers, each representing a different level of intervention intensity based on the needs of the students. These tiers are designed to provide increasingly specialized support to students based on the severity of their behavioral or academic challenges.

**Tier 1 - Universal Supports:** This tier encompasses strategies that benefit all students, creating a positive and inclusive school environment. It includes the implementation of schoolwide behavior expectations, classroom management techniques, and social-emotional learning (SEL) programs that promote pro-social behaviors.

**Tier 2 - Targeted Supports:** Students who require additional support beyond the universal level enter Tier 2. This tier offers targeted interventions, such as small group interventions, check-in/check-out systems, and social skills training. These interventions are designed to address specific behavioral or academic challenges.

**Tier 3 - Intensive Supports:** Students who continue to struggle after Tier 2 interventions are candidates for Tier 3. This tier involves highly individualized and intensive interventions. It may include a functional behavior assessment (FBA) to identify the root causes of challenging behaviors and the development of a behavior intervention plan (BIP) to address these behaviors. For academic challenges, individualized instruction and supports may be provided.

**Early Intervening Services (EIS):** EIS, as defined under the IDEA, involves providing targeted interventions to students who are not identified as having disabilities but are at risk of developing such disabilities. These services are meant to prevent the need for more extensive special education services in the future. EIS can be provided within the context of the schoolwide tiered model.

**Identification:** Schools identify students who exhibit persistent challenges but do not meet the criteria for special education services. This can include students who are significantly behind academically or those who display problem behaviors.

**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))**

At iTech @ Thomas A. Educational Center professional learning and development activities for teachers and other school personnel play a crucial role in improving instruction, utilizing academic assessment data effectively, and enhancing the recruitment and retention of effective teachers, especially in high-need subjects. These activities are designed to equip educators with the knowledge, skills, and strategies they need to excel in their roles and support student success. Here's a list of these activities:

1. Professional Learning Communities (PLCs)
2. Data Analysis Workshops
3. Curriculum and Instructional Training
4. Subject-Specific Professional Development
5. Workshops on Classroom Management
6. Teacher Collaboration Days

- 7. Recruitment Strategies
- 8. Teacher Retention Initiatives
- 9. Career Pathways
- 10. Continuing Education Programs

In summary, a comprehensive approach to professional learning and development involves creating a collaborative and supportive environment, equipping educators with assessment literacy and instructional strategies, and implementing targeted initiatives to recruit and retain effective teachers, particularly in high-need subjects. This holistic approach contributes to improved instruction, better use of assessment data, and ultimately, enhanced student achievement.

**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

**Budget to Support Areas of Focus**

**Part VII: Budget to Support Areas of Focus**

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
Total:			\$0.00

**Budget Approval**

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No