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Doral Park High School

10613 NW 12TH STREET, Doral, FL 33172

[no web address on file]

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.

To help students at-risk of not graduating earn a standard high school diploma and prepare for post-secondary success.

Provide the school's vision statement.

To provide any student with an achievable alternate pathway to a high school diploma, and post-secondary success, when a standard approach doesn't meet their needs.

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
Ortiz, Sandra	Principal	<ol style="list-style-type: none"> 1. Providing instructional leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the school. 2. Recruiting, hiring, and retaining highly qualified school staff. 3. Leading all initiatives to ensure school meets defined instructional goals. 4. Collecting and analyzing school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement. 5. Monitoring and evaluating staff performance systematically and regularly provide staff feedback and develop professional growth plans when necessary. Follow through with progressive discipline when expectations are not met. 6. Leading staff to accomplish the defined accountability measures to include contractual obligations and federal, state, and district requirements. 7. Fostering effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups: <ul style="list-style-type: none"> ● Staff ● Students ● Parents ● School district personnel ● Charter School Board of Directors ● Referring schools ● District representatives ● Community partners ● Other stakeholders as identified
Rafael, Tiffanie	Other	<ol style="list-style-type: none"> 1. Managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals. 2. Implementing research-based instructional practices aligned with the state standards. 3. Overseeing all aspects of the core academic program to include, but not be limited to: <ul style="list-style-type: none"> ● Ensure fidelity of implementation of all approved academic software, off-line curriculum and assessments ● Development of Individual Success Plans (ISP) ● Ensure student academic records are accurate and up to date ● On-going individual student academic advising ● Student preparation and staff administration of all

Name	Position Title	Job Duties and Responsibilities
		<p>standardized assessments</p> <ul style="list-style-type: none"> • Compliance with Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) requirements <p>The Assistant Principal collaborates with the principal to supervise and retain highly qualified instructional staff, ensuring instructional staff meets expectations for performance accountability, professional development initiatives in order to ensure that student educational and behavioral goals and objectives are achieved.</p>
<p>Valdes, Ruth</p>	<p>Reading Coach</p>	<p>The Reading Interventionist is responsible for coaching, motivating, and instructing high school students within the company model, with a specific focus on reading interventions and instruction that directly impact student reading scores resulting in high school graduation and career or college readiness for our students. The Reading Interventionist works closely with the entire staff to help ensure student progress and increase reading outcomes.</p> <p>Primary Responsibilities:</p> <ul style="list-style-type: none"> • Provide a learning environment of high student accountability in reading that is student-centered and aligned with the school’s academic goals and specified objectives. <p>Evaluation Criteria:</p> <ul style="list-style-type: none"> o Participate in bi-monthly reading conference calls o Develop an intervention schedule that includes small group instruction at least four days a week o Deliver small group intervention instruction based on student data o Track student students standards mastery both before and after intervention takes place o Deliver data-driven professional development to staff members o Documentation of attendance in District, State, or National professional development in literacy o Contact By Staff Log indicates communication with students, parents, and school stakeholders per company expectations o State data indicating increases in student state assessment reading scores <ul style="list-style-type: none"> – 80% of students who take state assessments will show an increase in reading scores o Observation and review of reports indicate effective monitoring of the fidelity and usage of the reading software program • Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the reading process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.

Name	Position Title	Job Duties and Responsibilities
		<p>Evaluation Criteria:</p> <ul style="list-style-type: none"> o Demonstrated ability to diagnose, evaluate, and assess reading needs of individual students o Demonstrated ability to effectively assist students in using reading strategies in their assigned subject area(s) o Demonstrated ability to effectively assist students in effective study skills and differentiated note-taking techniques aligned to their assigned subject area o Observed use of a variety of instructional techniques and reading interventions to effectively support students in the classroom at all levels o Progress Monitoring Logs indicate consultations with advisory teacher and other staff members on strategies and activities that can assist student to better understand content area text o Demonstrated ability to intervene and conduct data-driven small group intensive interventions o Demonstrated the ability to provide differentiated instruction and strategies based on student data o Develops standards-based lesson plans based on data for small group instruction o Documentation of active participation in professional development focused on The Art and Science of Teaching by Robert Marzano o Observation of direct and guided instruction in reading strategies and skills as required by the company model o Adherence to instructional practices within Standard Operating Model o Adherence to the use of approved company curricula, methods, and materials • Maintain, disaggregate, and provide progress-monitoring reports, reading records, benchmark data, and other student records as required by district or state regulatory guidelines and company policy and procedures. <p>Evaluation Criteria:</p> <ul style="list-style-type: none"> o Progress Monitoring Logs indicating adherence to state, district, and company's policies for progress monitoring of students o Progress Monitoring Logs indicating timely reporting of students in need of academic support or intervention in accordance with the school's RtI model o Communicates the Response to Intervention model taking place at the school o Student results of District or State assessments disaggregated and communicated to staff o Sign in sheets documenting staff development on interpreting

Name	Position Title	Job Duties and Responsibilities
		<p>assessment results and instructional implications</p> <ul style="list-style-type: none"> o Up to date student records documenting adherence to state, district, and company’s policies for record keeping o Analyzes student data on an individual, classroom, and school-wide basis, and can articulate the data, as well as how it will impact instruction o Provides data reports to all stakeholders • Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals. <p>Evaluation Criteria:</p> <ul style="list-style-type: none"> o Progress Monitoring Logs indicate effective communication of individual student needs, performance status, skill levels, recommended and implemented interventions, etc. o Meeting agendas and sign in sheets documenting participation in Individual Educational Plan (IEP) and English for Speakers of Other Languages (ESOL) meetings o Meeting agendas and sign in sheets documenting participation in academic planning meetings o Progress Monitoring Logs indicate evidence of providing staff with weekly progress monitoring feedback on usage and fidelity to the reading software program o Sign in sheets documenting staff professional development in reading and writing o Maintains collegiality and professionalism in the work environment • Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.
<p>Fabal, Lizbet</p>	<p>Paraprofessional</p>	<p>The Career Coach supports the school’s mission to ensure that every student graduates high school with an appropriate postsecondary plan. This position is responsible for working with students in career exploration, research and planning; employment skills; interpretation of career and college assessments; and job placement. The Career Coach secures and disseminates resources that assist students through the process of postsecondary exploration, application, and selection. The Career Coach</p>

Name	Position Title	Job Duties and Responsibilities
		<p>works closely with teachers, administrators, support staff, employers, and others to accomplish the goal of all students successfully transitioning to a postsecondary pathway.</p> <p>PRIMARY RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • Assist with student orientation process. <p>Evaluation Criteria</p> <ul style="list-style-type: none"> • Orientation Checklist is completed for all activities or lessons for which Career Coach is responsible • Coordinate postsecondary readiness, preparation and transition activities. <p>Evaluation Criteria</p> <ul style="list-style-type: none"> o Audit of Individual Graduation Plans (IGP) - all students have a completed postsecondary section o Bridges/Choices portfolio – 100% of students have a completed portfolio and understand the features and benefits o Armed Services Vocational Aptitude Battery (ASVAB) scheduled twice annually o Postsecondary test preparation opportunities for students - schedule and documentation of activities o Applications for postsecondary tests are available in the College and Career Center o Meets or exceeds goals for students transitioning to established postsecondary pathway o Documentation that students have met with Career Coach individually or in small groups to review results of postsecondary and career assessments o Evidence that My Success© is used to communicate postsecondary and career opportunities to students (e.g., guest speakers, college recruiters, job fairs, etc.) • Monitor students' postsecondary transition progress and My Success©, document and record all postsecondary activity. <p>Evaluation Criteria</p> <ul style="list-style-type: none"> o Evidence that students have entered postsecondary information (career interest and postsecondary path) in My Success© o Career Coach follows all pertinent policies and procedures o Evidence that all students' Individual Transition Plans are maintained and completed according to policy and procedures o Student services reports are accurate, complete, and meet established deadlines • Manage the College and Career Center and its activities. <p>Evaluation Criteria</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> o College and Career Center meets standards established in the College and Career Center protocol (i.e., purpose, description, load list) o Evidence that all students have received a tour of the College and Career Center o Career and postsecondary materials and information are easily accessible to students o College and Career Center meets standards for orderliness and appearance o Inventory of College and Career Center equipment and materials maintained • Network with community resources in order to provide experiential learning in careers through work experience, job shadowing, internships, and possible employment. <p>Evaluation Criteria</p> <ul style="list-style-type: none"> o Meet or exceed goals for student work experience, internship, and employment hours for which credit may be received o Evidence that an approved, accurate, up-to-date tracking system is in place for all students involved in experiential learning o Career Coach adheres to company policy regarding maintenance of experiential learning data and submission of required reports • Assist students in the development of job readiness skills and personal qualities to prepare them to be competitive in the job market; i.e., personal appearance, punctuality, courtesies of expression, responsibility, confidentiality. <p>Evaluation Criteria</p> <ul style="list-style-type: none"> o Schedule and documentation of lessons to students on job readiness skills o Students can articulate skills and qualities required for postsecondary and career success o Choices / Bridges – 100% of students completed required assessments and have had results reviewed o Documentation confirming partnerships (e.g., workforce board, businesses, Chamber of Commerce, local employers, vocational technical institutions, etc.) • Organize employment and postsecondary functions for students, parents and family members (financial aid, career days, motivational speakers, college admission representatives, military recruiters, field trips, etc.) <p>Evaluation Criteria</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> o Schedule of school year events posted on school calendar in Student Tracking and Academic Reporting System (STARS) and regularly communicated to staff, parents, and students o Documentation of student attendance at college and career events o Documentation of student and/or family member attendance at employment/postsecondary functions o Meets or exceeds goals established for onsite employment/postsecondary functions o Documentation of student attendance at college and career events • Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals. <p>Evaluation Criteria</p> <ul style="list-style-type: none"> o School meets or exceeds FTE enrollment goals • Enter GPAP into STARS • Perform all other duties as deemed necessary, which are aligned in accordance with company policies and procedures to ensure student educational and behavioral goals and objectives are achieved. <p>REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:</p> <ul style="list-style-type: none"> • Knowledge of career and occupational resources, trends and opportunities • Knowledge of college entrance and admissions requirements and procedures, financial aid requirements • Knowledge of correct English usage, grammar, spelling, punctuation, and vocabulary • Ability to communicate effectively both orally and in writing • Knowledge of job readiness skills • Ability to organize, maintain, and operate a high school Career Center • Ability to provide specialized assistance and information concerning career planning and college entrance to students, families, staff, and community agencies • Ability to establish and maintain cooperative and effective working relationships • Ability to meet schedules and timelines • Ability to analyze career and postsecondary assessments and inventories and provide career and college advisement
<p>Gonzalez, Ashriel</p>	<p>Teacher, ESE</p>	<ul style="list-style-type: none"> • Provide a learning environment that is team-oriented, student-centered and aligned with the company's and special education student's academic goals and specified IEP objectives. <p>Evaluation Criteria:</p> <ul style="list-style-type: none"> o Observation of instructional best practices and modifications for special education students

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> o Adherence to Standard Operating Model o Observation of effective classroom management o Documentation of analysis of student diagnostic and performance data o Calendar and schedule indicate regular delivery of small group intervention instruction o Sign in sheets documenting furnishing data-driven professional development to staff members o Documentation of attendance in District, State, or National professional development for special educators o Contact By Staff Log and Progress Monitoring Log indicate communication and collaboration with peers, students, parents, and school stakeholders o FLDOE data indicating increases in student state assessment scores – 80% of ESE students who take state assessments will show an increase in scores o Student records are current and in compliance with required progress monitoring and IEP records and meetings – 100% of student records are current and in compliance o Documentation indicates facilitative leadership in the Rtl process o Progress Monitoring Log indicates timely reporting of students in need of academic support or intervention through the Rtl process • Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the needs of the special education student and demonstrating best practices related to teaching, supporting, providing modifications, interventions, and instructional techniques in content area text. <p>Evaluation Criteria:</p> <ul style="list-style-type: none"> o Observation of ability to effectively assist students in using strategies in their assigned subject area(s) o Observation of the use of a variety of instructional techniques and interventions to effectively support the special education students in the advisory classroom at all levels o Documentation indicating the ability to evaluate and assess academic needs of ESE students – IEP Notes and Progress Monitoring Logs o Observation of ability to intervene and conduct data-driven small group intensive interventions for reading, math and/or subject area(s) o Observation and documentation of the ability to provide differentiated instruction and strategies based on student data – IEP Notes and Progress Monitoring Logs <p>Monitoring Logs</p> <ul style="list-style-type: none"> o Progress Monitoring Logs and academic planning meeting notes indicate consultation and collaboration with advisory teachers and other staff members on strategies, modifications, and activities that can assist student to increase achievement in assigned subject area(s) o Students can relate ESE Teacher’s high expectations for student

Name	Position Title	Job Duties and Responsibilities
		<p>improvement and success</p> <ul style="list-style-type: none"> o Progress Monitoring Log indicates timely reporting of students in need of academic support or intervention in accordance with the Rtl model o Sign in sheets documenting participation in professional development focused on the art and science of teaching o Adherence to instructional practices within Standard Operating Model <ul style="list-style-type: none"> • Act as counselor, advisor, facilitator, advocate, and coach to support, mentor and guide the ESE students through their IGP and IEP. <p>Evaluation Criteria:</p> <ul style="list-style-type: none"> o Contact By Staff Log and observed interactions demonstrate the ability to effectively communicate and interact positively with students, peers, and parents o Adherence and compliance to all aspects of the ESE student’s IEP – Observation, IEP notes, and Progress Monitoring Logs o Progress Monitoring Logs document collaboration with staff members to support IEP goals o Adherence to instructional practices within Standard Operating Model o Contact By Staff Logs reflect regular contact with student and parents as aligned with company goals and expectations <ul style="list-style-type: none"> • Maintain, disaggregate, and provide progress monitoring reports, IEP compliance, attendance and behavioral records, academic grades, and other student records as required by national and state regulatory guidelines as well as company policy and procedures. <p>Evaluation Criteria:</p> <ul style="list-style-type: none"> o Audit of student records indicates adherence to company’s policies for attendance and behavioral record keeping – 100% of student records are in compliance o Documentation of accurate and up to date progress monitoring data, student records, IEPs, and required meetings – Audit indicates 100% compliance o Progress Monitoring Logs indicate adherence to state, district, and company’s policies for progress monitoring of students o Student results of District or State assessments disaggregated and communicated to staff o Sign in sheets documenting staff development on interpreting assessment results and instructional implications for ESE students o Up to date student records documenting adherence to state, district, and company’s policies for record keeping o Adherence to instructional practices within Standard Operating Model o Records audit indicates collaboration with school staff to ensure all records

Name	Position Title	Job Duties and Responsibilities
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are in compliance

- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic and/or behavioral needs of the student that are aligned with IEP and company goals.

Evaluation Criteria:

- o Sign in sheets and/or meeting notes documenting participation in planning meetings
- o Observation of leadership in Rtl and IEP meetings and conferencing, when applicable
- o Progress Monitoring Log indicates effective communication of individual student needs, performance status, skill levels, recommended accommodations, and implemented interventions, etc.
- o Maintains collegiality and professionalism in the work environment

- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.

Evaluation Criteria:

- o Up to date certification and required endorsements
- o Up to date Individual Professional Development Plan aligned with School Improvement Plan
- o Sign in sheets documenting participation in all company provided training and professional development
- o Documentation of participation in all district required training and professional development

- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.

Evaluation Criteria

- o School meets or exceeds FTE enrollment goals

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.

Involving stakeholders in the School Improvement Plan (SIP) development process is crucial for creating a comprehensive and inclusive plan that addresses the unique needs and priorities of the school community. Here's a step-by-step description of the process:

1. Identifying stakeholders: The first step is to identify all relevant stakeholders who should be involved in the SIP development process. This typically includes the school leadership team, teachers and school

staff, parents, students (mandatory for secondary schools), families, and business or community leaders.

2. Communication and engagement: Once the stakeholders are identified, clear and effective communication is essential. The school leadership team should reach out to each stakeholder group and explain the purpose and importance of their involvement in the SIP development process. This can be done through meetings, emails, newsletters, or any other means of communication that works best for the stakeholders.

3. Gathering input: After establishing communication channels, various methods can be used to collect input from the stakeholders. This can include surveys, focus groups, interviews, town hall meetings, or even online platforms for virtual participation. It's important to provide multiple opportunities for stakeholders to share their perspectives, ideas, concerns, and priorities related to school improvement.

4. Analyzing and synthesizing input: Once the input is gathered, the school leadership team, along with other key stakeholders, should carefully analyze and synthesize the feedback received. This involves identifying common themes, patterns, and areas of consensus among the stakeholders' input.

5. Integrating feedback into the SIP: The next step is to incorporate the stakeholders' input into the SIP. The school leadership team should carefully consider the suggestions, concerns, and priorities shared by the stakeholders and determine how they can be incorporated into the plan. This ensures that the SIP reflects the collective vision and goals of the entire school community.

6. Review and validation: After integrating the stakeholders' input into the SIP, it's essential to review and validate the plan with the stakeholders. This involves sharing the revised plan and seeking their feedback and validation. This step ensures transparency, accountability, and continued engagement in the school improvement process.

By involving stakeholders and using their input in the SIP development process, schools can ensure that the plan is reflective of the diverse perspectives and needs of the entire school community. This collaborative approach fosters a sense of ownership and commitment to the plan's implementation, leading to more effective and sustainable school improvement efforts.

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))

1. Establishing monitoring mechanisms: The school leadership team will establish a system for monitoring the progress and implementation of the SIP. This may include creating a monitoring committee or assigning specific individuals responsible for overseeing different components of the plan.

2. Data collection and analysis: Regular data collection will be conducted to assess the impact of the SIP on student achievement. This can include analyzing student performance data, attendance rates, discipline data, and any other relevant indicators of academic progress. The data will be disaggregated to identify any achievement gaps among different student groups.

3. Reviewing progress: The school leadership team will review the collected data to assess whether the SIP is effectively addressing the identified needs and closing the achievement gap. This review will include analyzing trends, identifying strengths, and identifying areas for improvement.

4. Identifying areas for revision: Based on the data analysis and review, areas of the SIP that require revision or improvement will be identified. These may include adjusting strategies, reallocating resources, or modifying implementation approaches to better meet the needs of students with the greatest achievement gap.

5. Engaging stakeholders: The school leadership team will engage stakeholders, including teachers, parents, students, and community members, in the monitoring and revision process. Their input will be sought to identify areas of concern, propose solutions, and ensure that revisions align with the overall goals and values of the school community.

6. Revising the plan: Using the feedback and data analysis, the school leadership team will revise the SIP as necessary. This may involve updating goals, strategies, timelines, or resource allocations to ensure continuous improvement and alignment with the State's academic standards. The revised plan

will then be shared with stakeholders for their review and validation.

7. Implementing revised strategies: Once the SIP is revised, the school leadership team will implement the revised strategies and closely monitor their impact on student achievement. Ongoing data collection and analysis will continue to inform further revisions and improvements.

By regularly monitoring the SIP's implementation and impact, and actively revising the plan based on data analysis and stakeholder input, the school can ensure continuous improvement in addressing the achievement gap and increasing student achievement. This iterative process allows for flexibility and responsiveness in meeting the unique needs of students and driving sustainable progress towards 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)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	[Data Not Available]
2022-23 Economically Disadvantaged (FRL) Rate	[Data Not Available]
Charter School	Yes
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)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	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

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	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	0
Students retained two or more times	0	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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school 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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA 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	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	0
Students retained two or more times	0	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*		55	50		54	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		43	38		42	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		62	64		41	40			
Social Studies Achievement*		69	66		56	48			
Middle School Acceleration					56	44			
Graduation Rate		89	89		56	61			
College and Career Acceleration		70	65		67	67			
ELP Progress		49	45						

* 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)	
OVERALL Federal Index – All Students	

2021-22 ESSA Federal Index	
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	

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				
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				
ELL				
AMI				
ASN				
BLK				
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL				

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												
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												
SWD												
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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.

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.

Reading and math performance was the lowest performance area at Doral Park HS and these were some contributing factors.

Reading and math are two critical subjects that are fundamental to a student's academic success. There are several contributing factors to why some high school students may show lower performance in these subjects. Here are a few possible reasons:

1. Lack of foundational skills: Reading and math skills build upon previous knowledge. If a student has gaps in their foundational skills, such as phonics or basic arithmetic, they may struggle to comprehend more complex concepts as they progress through high school.
2. Insufficient practice: Reading and math skills require consistent practice to improve. If students do not have enough opportunities to practice these skills, they may not develop the necessary fluency and understanding.
3. Limited engagement: Some students may find reading and math less engaging compared to other subjects, which can affect their motivation to learn. If they don't see the relevance or enjoy the learning process, their performance may suffer.
4. External distractions: Factors outside the school environment, such as personal or family issues, can also impact a student's performance in reading and math. Emotional stress or lack of support at home can divert their focus from academics.

Lack of student attendance can contribute to lower math and reading achievement in several ways:

5. Attendance Rate/ Missed Instruction: When students are absent, they miss out on direct instruction and practice opportunities in math and reading. This can result in gaps in their understanding of key concepts and skills. These gaps can accumulate over time, making it challenging for students to catch up and keep pace with their peers.
3. Attendance/Disruption of Learning Continuity: Consistent attendance is crucial for maintaining a steady learning progression in math and reading. When students have frequent absences, their learning becomes fragmented, and they may struggle to connect new concepts with previously learned ones. This lack of continuity can impede their ability to understand more advanced topics and may lead to lower achievement levels.

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

2023-2024 is Doral Park's inaugural year therefore this is N/A.

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.

Reading Data in Miami Dade County Public Schools showed a Learning Gains Rate of 60.%.

According to FSA ELA Data scores for Doral Park show that 86% of students have not met the state's proficiency score of 350.

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

2023-2024 is Doral Park's inaugural year therefore this is N/A.

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

Based on student data, the two areas of concern is the Florida State Assessment in ELA and the Algebra 1 passing score requirement.

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

1. Reading FSA
2. Algebra EOC
3. Cultivate a Positive School Culture
4. Graduation Requirement Credit Completion
5. Attendance

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 Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

Rationale for Teacher Retention and Recruitment:

1. Impact on Student Achievement: High-quality teachers have a significant impact on student achievement. Research consistently shows that effective teachers improve student learning outcomes, leading to higher graduation rates, college readiness, and overall success.
2. Continuity and Stability: Teacher retention ensures continuity and stability in the classroom. When teachers stay in their positions for longer periods, they develop a deeper understanding of the curriculum, students' needs, and instructional strategies that work best.
3. Positive School Culture: Experienced and dedicated teachers contribute to a positive school culture. They serve as mentors and role models for new teachers, providing guidance and support.
4. Cost-Effectiveness: High teacher turnover can be financially burdensome for schools and districts. Recruiting, hiring, and training new teachers require significant resources.
5. Teacher Collaboration and Professional Growth: Retaining experienced teachers facilitates collaboration and professional growth within the teaching staff. When teachers stay in the same school, they have more opportunities to collaborate, share best practices, and engage in professional development activities together.
6. Community Relationships: Long-term teacher retention helps build stronger relationships between schools and the surrounding community. Teachers who stay in a school for an extended period develop connections with families, community organizations, and local businesses, fostering a sense of trust, support, and partnership.
7. Teacher Satisfaction and Well-being: Retaining teachers is essential for their job satisfaction and overall well-being. When teachers feel supported, valued, and have opportunities for professional growth, they are more likely to stay in the profession.
8. Reputation and Recruitment: A positive reputation for teacher retention will attract high-quality educators to a school or district. Teachers are more likely to be attracted to institutions known for supportive work environments, professional development opportunities, and a commitment to teacher growth and well-being. process.

Measurable Outcome:

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

Increase teacher retention rate by 10% over the next academic year.

Goal: The goal is to implement strategies and initiatives that will result in a 10% increase in teacher retention, measured by the percentage of teachers who remain in their current positions from the beginning to the end of the academic year. This goal aims to address the issue of high teacher turnover and create a more stable and supportive environment for educators.

Monitoring:

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

The goal of increasing teacher retention by 10%, will be monitored by:

1. Identifying the number of teachers who remain in their positions for a full academic year as opposed to those that leave their position.
2. Calculate retention rate: Calculate the retention rate by dividing the number of retained teachers by the total number of teachers at the beginning of the period. This can be done at the end of each academic year

Person responsible for monitoring outcome:

Sandra Ortiz (sortiz85@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.)

1. Mentoring and Support Programs: Implement mentoring programs where experienced teachers are paired with new teachers to provide guidance, support, and assistance.
2. Professional Development Opportunities: Offer regular and relevant professional development opportunities to teachers. This can include workshops, conferences, webinars, and in-house training sessions.
3. Collaboration and Team Building: Encourage collaborative practices and team building among teachers. Create opportunities for teachers to work together on projects, share ideas, and collaborate on lesson planning.
4. Competitive Compensation and Benefits: Ensure that teachers are fairly compensated for their work and offer competitive benefits packages. This includes salary increases based on experience and qualifications, health insurance, retirement plans, and other incentives.
5. Positive and Supportive School Culture: Foster a positive and supportive school culture where teachers feel respected, appreciated, and supported. This can be achieved by promoting open communication, recognizing and celebrating teacher achievements, and creating opportunities for collaboration and shared decision-making.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Mentoring and Support Programs: These programs can help new teachers navigate the challenges of their first years and build a sense of belonging within the school community.
2. Professional Development Opportunities: Providing opportunities for growth and learning can help teachers feel valued and invested in their professional development, which in turn can increase job satisfaction and retention.
3. Collaboration and Team Building: This fosters a sense of camaraderie and support within the school, which can strengthen teacher retention.
4. Competitive Compensation and Benefits: Competitive compensation and benefits can attract and retain high-quality teachers who feel valued and motivated to stay in their positions.
5. Positive and Supportive School Culture: A positive school culture can contribute to a sense of belonging and job satisfaction, leading to increased teacher retention.

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.

1. Mentoring and Support Programs: Implement mentoring programs.
2. Professional Development Opportunities: Offer regular and relevant professional development opportunities to teachers.
3. Collaboration and Team Building: Encourage collaborative practices and team building among teachers.
4. Competitive Compensation and Benefits: Ensure that teachers are fairly compensated for their work and offer competitive benefits packages.
5. Positive and Supportive School Culture: Foster a positive and supportive school culture where teachers feel respected, appreciated, and supported.

Person Responsible: Sandra Ortiz (sortiz85@dadeschools.net)

By When: 06/08/2024

#2. Instructional Practice specifically relating to ELA**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 FSA ELA Data scores for Doral Park show that 86% of students have not met the state's proficiency score of 350.

Measurable Outcome:

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

Based on 2023 performance data, at least 50% of students at Doral Parks High School will increase their overall ELA learning proficiency gains by 5 percentage points by June of 2024 as evident in their State Assessment administration scores and as reflected on the School Improvement Rating (SIR).

Monitoring:

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

ELA learning gains will be monitored through various methods:

1. Standardized Assessments: Doral Park High school will administer standardized tests, such as the SAT, ACT, and state-specific assessments that include reading comprehension sections.
2. Benchmark Assessments: Doral Park High School will use benchmark assessments at specific intervals throughout the academic year to measure students' progress in reading.
3. Data Analysis: The Doral Park High School instructional staff will analyze data from various assessments to identify trends, patterns, and areas of improvement in reading achievement. By examining individual student performance, class-level data, and school-wide data, administrators can gain insights into the effectiveness of instructional strategies, curriculum implementation, and overall reading program.
4. Progress Monitoring: The Doral Park High School instructional staff will implement systems for monitoring individual student progress by progress monitoring student progress.

Person responsible for monitoring outcome:

Tiffanie Rafael (966484@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.)

Level 1 and 2 students will receive targeted reading interventions on a daily basis to increase achievement levels. Students will participate in Reading Plus to increase reading & vocabulary fluency as well as weekly reading interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Participating in daily reading interventions and weekly tutoring can significantly contribute to increasing reading achievement in several ways:

1. Targeted Instruction: Daily reading interventions and weekly tutoring sessions provide students with targeted instruction focused specifically on improving reading skills.
2. Individualized Attention: Daily reading interventions and weekly tutoring, students receive individualized attention from a trained instructor. This allows for a more personalized approach, tailored to the student's specific learning style, pace, and needs.
3. Confidence Building: Regular participation in reading interventions and tutoring can boost students' confidence in their reading abilities.
4. Accountability and Progress Monitoring: Daily reading interventions and weekly tutoring provide a structured framework for accountability and progress monitoring.
5. Supportive Environment: Reading interventions and tutoring sessions take place in smaller groups. This

creates a supportive and nurturing environment where students feel comfortable asking questions, seeking clarification, and expressing their concerns.

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.

No action steps were entered for this area of focus

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
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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.

N/A

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))

N/A

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)

N/A

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))

N/A

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))

N/A

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).

N/A

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))

N/A

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: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$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