Dr. Martin Luther King, Jr. Montessori Academy School

2023-24
Schoolwide Improvement Plan (SIP)

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Dr. Martin Luther King, Jr. Montessori Academy

591 NW 31ST AVE, Lauderhill, FL 33311

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

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.

We, the faculty and staff of Dr. Martin Luther King, Jr. Montessori Academy, have a commitment to excellence. We believe that with the cooperation of students, parents, teachers, staff, administration, and the community, we are able to meet the needs of the whole child, allowing each child to reach their academic potential and be prepared to meet the challenges of a culturally diverse and rapidly changing society.

Provide the school's vision statement.

The vision of Dr. Martin Luther King, Jr. Montessori Academy is to engage the entire school community in the pursuit of achieving reading proficiency in a nurturing learner-focused environment

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
Moreau, Mitshuca	Principal	The principal oversees the day-to-day school operations. She manages school logistics and budgets. In addition to school operations. She collaborates with the assistant principal to set learning goals for students that will be measured by the statewide assessments. She also monitors and provides feedback to teachers regarding their performance to promote professional growth. As an instructional leader, Mrs. Moreau analyzes student and teacher data to make informed decisions about curriculum and instruction.
Ashley, Briana	Assistant Principal	Ms. Ashley plays a key role in laying out and enforcing the school's policies. Through coordination with the principal, she helps set goals and objectives for instruction, safety and security, and other operational tasks. She works in collaboration with faculty and staff to ensure the school's academic goals are met. She also gives constructive feedback that leads to teacher growth through the district's professional growth and evaluative model.
Facyson, Latoya	Reading Coach	As the literacy coach, Facyson's primary role is to oversee the literacy instruction, ensuring the daily delivery of English/Language Arts meets the expectations set forth by administration. She monitors teaching and learning by visiting classrooms, analyzing student data, and engaging in the coaching cycle to improve teacher pedagogy.
Richards, Alicia	Math Coach	As the math coach, Richard's primary role is to oversee math instruction, ensuring the daily delivery of math meets the expectations set forth by administration. She monitors teaching and learning by visiting classrooms, analyzing student data, and engaging in the coaching cycle to improve teacher pedagogy.
Stephen-Buitrago, Sharon	Science Coach	As the science coach, Buitrago's primary role is to oversee science instruction, ensuring the daily delivery of science meets the expectations set forth by administration. She monitors teaching and learning by visiting classrooms, analyzing student data, and engaging in the coaching cycle to improve teacher pedagogy

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.

During the May 2023 SAC meeting, the principal shared the end of year academic data for K-5 to all present stakeholders- teachers, parents, community leaders and the leadership team. In regard to K-2, overall testing went well according to the Renaissance Testing Platform. A need for additional interventions on other platforms was identified. For the intermediate grades 3-5, the FAST ELA PM3 data was 33%, which was a 7% increase from last year. However, there were a number of students at Level 2: for example 3rd graders – 27%, 4th graders -32%, and 5th graders -27%. A need to improve

Tier 1 instructional strategies and provide additional intervention resources were identified as a way to increase proficiency. Additionally for grades 3-5, the FAST Math PM3 data was 55% overall, which was a 5% increase from last year. Lastly, the Statewide Science Assessment data was 25%, which was a 12% increase from the previous school year. At the BSI Summer Institute, members of the leadership team collaborated with regional specialists to identify ways to monitor coaching practices for accelerated school improvement. By utilizing the feedback and suggestions from all stakeholders, the ground work for developing the SIP was formed.

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

The SIP will be regularly monitored for effective implementation and impact on increasing student achievement through the School Advisory Council, faculty meetings and grade level meetings. The students with the greatest achievement gap will be identified and tracked in the data room and classroom. The teachers will also participate in quarterly data chats to discuss students' progress and inventions used. If needed, the plan will be revised during the midyear review or sooner to ensure continuous improvement based on the PM1 and PM2 data.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	

DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	29	29	27	24	22	30	0	0	0	161
One or more suspensions	0	0	0	1	2	2	0	0	0	5
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	10	31	28	31	18	26	0	0	0	144
Level 1 on statewide Math assessment	0	25	26	14	14	26	0	0	0	105
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	29	6	4	0	0	0	39

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	6	27	21	29	15	27	0	0	0	125

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	9	27	23	25	17	32	0	0	0	133
Students retained two or more times	4	9	11	4	11	20	0	0	0	59

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	52	34	26	32	36	33	0	0	0	213
One or more suspensions	1	0	0	4	0	16	0	0	0	21
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	27	29	43	0	0	0	99
Level 1 on statewide Math assessment	0	0	0	12	24	41	0	0	0	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	0	3	0	1	3	0	0	0	9

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	3	0	2	25	33	53	0	0	0	116

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	25	21	41	0	0	0	87
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	52	34	26	32	36	33	0	0	0	213
One or more suspensions	1	0	0	4	0	16	0	0	0	21
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	27	29	43	0	0	0	99
Level 1 on statewide Math assessment	0	0	0	12	24	41	0	0	0	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	0	3	0	1	3	0	0	0	9

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	3	0	2	25	33	53	0	0	0	116

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Retained Students: Current Year	0	0	0	25	21	41	0	0	0	87
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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*	30	56	53	26	58	56	27		
ELA Learning Gains				42			40		
ELA Lowest 25th Percentile				39			50		
Math Achievement*	53	62	59	50	54	50	36		
Math Learning Gains				55			27		
Math Lowest 25th Percentile				43			18		
Science Achievement*	29	48	54	13	59	59	19		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	90	59	59	58			31		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	237
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	326
Total Components for the Federal Index	8
Percent Tested	98
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	16	Yes	3	3
ELL	85			
AMI				
ASN				
BLK	37	Yes	2	
HSP				
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	36	Yes	2	

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	19	Yes	2	2
ELL	53			
AMI				
ASN				
BLK	40	Yes	1	
HSP				
MUL				
PAC				
WHT				
FRL	39	Yes	1	

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	30			53			29					90
SWD	13			21			14				3	
ELL				80							2	90
AMI												
ASN												
BLK	30			54			30				4	
HSP												
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	29			53			27				4	

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	26	42	39	50	55	43	13					58
SWD	15	67		21	6	0	7					
ELL	25			75								58
AMI												
ASN												
BLK	26	42	41	49	56	44	13					50
HSP												
MUL												
PAC												
WHT												
FRL	26	42	40	51	56	42	14					

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	27	40	50	36	27	18	19					31
SWD	7			13	10							
ELL	27			47								31
AMI												
ASN												
BLK	27	40	50	36	27	18	19					27
HSP												
MUL												
PAC												
WHT												
FRL	28	44		38	27		23					31

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
05	2023 - Spring	34%	56%	-22%	54%	-20%
04	2023 - Spring	29%	61%	-32%	58%	-29%
03	2023 - Spring	35%	53%	-18%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	70%	62%	8%	59%	11%
04	2023 - Spring	52%	65%	-13%	61%	-9%
05	2023 - Spring	41%	58%	-17%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	25%	46%	-21%	51%	-26%

III. Planning for Improvement

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

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

The data components that showed the lowest performance were ELA and Science. The contributing factors to last year's low performance continue to be teacher efficacy in the area of teaching reading to struggling learners. In addition, the lack on content knowledge and instructional strategies contributed to the low performance in science. For 2022, the overall ELA proficiency was 26% and the 2023 overall proficiency increased to 33%. For 2022, the overall Science proficiency was 13% and the 2023 overall proficiency increased to 25%.

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

There is no data component that shows the greatest decline from the prior year, because there was an increase in all subject areas.

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

The data components with the greatest gap when compared to the state's averages were ELA and Science. The state's ELA average was 50%. We had 33% proficiency, which is a -17% gap. The state's science average was 51%. We had 25% proficiency, which is a -26% gap. The factors that contributed to the gap included the lack of effective Tier 1 instructional strategies and teacher efficacy.

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

The data component that showed the most improvement was science. The proficiency increased from 13% to 25% which was a 12% increase. There were several actions that took place to show this improvement. A science coach was hired to provide science instruction and support to grades K-5 while monitoring science instruction in classrooms. A group of students were identified as 'Science Super Stars'. These students received a triple dose of science instruction via classroom instruction, specials and a pull out group. Their data was monitored and analyzed for proficiency. The science coach also utilized District support for planning and instruction.

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

Based on the EWS data from Part I, student attendance and ELA are potential areas of concern. For the 2022-2023 school year, 39% of our student body missed 18 or more days and 34% of our students scored a level 1 on the statewide ELA assessment.

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

The systems identified as needing the most attention on our campus for the upcoming school year area:
*Increasing proficiency in all subject areas
*Minimizing student truancy
*Monitoring coaching practices to maximize student achievement

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

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

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

Based on the 2022-2023 data from the Early Warning Systems, chronic absenteeism is an area of focus. 39% of the student body missed at least 18 or more days of school. The following data shows the absence percentage rates for the following grade levels: kindergarten 48%, first grade 35%, second grade 38%, third grade 38%, fourth grade 33%, and fifth grade 45%.

The objective is to implement school-wide incentives that will increase student attendance.

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

By June 2024, the goal is to decrease the percentage of absences from 39% to 30% based on the Early Warning Systems data.

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

In August/September, we will identify students with a history of severe chronic absenteeism (absent 20% or more days in a school year).
Routinely monitor attendance every quarter using BASIS.
Communicate with parents about the importance of student attendance.

Person responsible for monitoring outcome:

Briana Ashley (briana.mccutcheon@browardschools.com)

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. Communicate the importance of attendance.
2. Establish/set attendance goals for identified students.
3. Create a motivation system (attendance incentives, etc.) to generate enthusiasm.

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

Research indicates that effective communication, setting goals for attendance, and motivating students to generate enthusiasm about attending school reduces chronic absenteeism.

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. Teachers, Social Worker and Admin will identify the students with chronic absences.
2. Social Worker will assess student and family needs.
3. Admin staff, support staff, social worker, guidance counselor and teachers will educate families on the

importance of student attendance.

4. Admin and support staff will incorporate appropriate positive reinforcements to support student's improved attendance.

Person Responsible: Briana Ashley (briana.mccutcheon@browardschools.com)

By When: The action steps will be implemented by June 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.

ELA is identified as a crucial area of focus. Based on the FAST (Florida Assessment of Student Thinking) PM3 data. We had an overall ELA proficiency of 33%, which was 17% below the state's average of 50%. For third grade, we had an overall proficiency of 35%, which was 15% below the state's average. In fourth grade, we had an overall proficiency of 29%, which was 29% below the state's average of 58%. Lastly for fifth grade, we had an overall proficiency of 38%, which was 16% below the state's average of 54%. The objective is to improve teacher capacity in Tier 1 instruction to increase ELA proficiency.

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

By June 2024, the goal is to increase the ELA proficiency to 45% as measured by the FAST PM3.

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

School leaders will provide support and monitor Tier 1 instruction. Monitor student progress in grades 3-5 with monthly Benchmark Advance unit assessments, iReady Diagnostics (Fall & Winter), and the FAST PM1 & 2. Teachers will update online data collection chart after administering assessments. Teacher data chats with administration and support staff will be held twice a quarter to analyze for progression and proficiency. After data analysis, PLCs will be adjusted to ensure students are making progress towards the goal by addressing areas of concerns.

Person responsible for monitoring outcome:

Mitshuca Moreau (mitshuca.moreau@browardschools.com)

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.)

Teachers in grades 3-5 will participate in teacher-led professional learning communities (PLCs) that are driven by student data and teacher needs.

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

Research shows that PLCs are effective in improving instructional practices and teacher pedagogy.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

*Reading Coach will facilitate standard-aligned planning
*Support Staff will provide support based on classroom walkthrough data
*Admin and Support Staff will ensure that the PLC's are aligned to a problem of practice
*Teachers will engage in collaborative discussions that lead to analyzing student samples, sharing best

practices and implementing some of the practices within their daily instruction as needed
*Teachers will implement scaffolding strategies to assist with meeting the needs of all students

Person Responsible: Mitshuca Moreau (mitshuca.moreau@browardschools.com)

By When: June 2024

#3. Instructional Practice specifically relating to Math

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

Math was identified as an area of focus. Based on the FAST (Florida Assessment of Student Thinking) PM3 data, we had an overall Math proficiency of 55%, which was only 1% below the state's average of 56%. For third grade, we had an impressive overall proficiency of 72%, which was 13% above the state's average. In fourth grade, we had an overall proficiency of 52%, which was 9% below the state's average of 61%. Lastly for fifth grade, we had an overall proficiency of 41%, which was 14% below the state's average of 55%. The objective is to improve teacher capacity in Tier 1 instruction to increase Math proficiency.

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

By June 2024, the goal is to increase the Math proficiency to 65% as measured by the FAST PM3.

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

School leaders will provide support and monitor Tier 1 instruction. Monitor student progress in grades 3-5 with Envision Topic & Cumulative assessments, iReady Diagnostics (Fall & Winter), and the FAST PM1 & 2. Teachers will update online data collection chart after administering assessments. Teacher data chats with administration and support staff will be held twice a quarter to analyze for progression and proficiency. After data analysis, PLCs will be adjusted to ensure students are making progress towards the goal by addressing areas of concerns.

Person responsible for monitoring outcome:

Mitshuca Moreau (mitshuca.moreau@browardschools.com)

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.)

Teachers in grades 3-5 will participate in teacher-led professional learning communities (PLCs) that are driven by student data and teacher needs.

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

Research shows that PLCs are effective in improving instructional practices and teacher pedagogy.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

*Math Coach will facilitate standards-aligned planning
*Admin and Academic Coaches will provide support based on classroom walkthrough data
*Admin and Academic Coaches will ensure that the PLC's are aligned to a problem of practice

*Teachers will engage in collaborative discussions that lead to analyzing student samples, sharing best practices and implementing some of the practices within their daily instruction as needed
*Teachers will implement scaffolding strategies to assist with meeting the needs of all students

Person Responsible: Mitshuca Moreau (mitshuca.moreau@browardschools.com)

By When: June 2024

#4. Instructional Practice specifically relating to Science

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.

Science was identified as a critical area of focus. Based on the Grade 5 Statewide Science Assessment, we had an overall Science proficiency of 25% which was 26% below the state's average of 51%. The objective is to improve teacher capacity in Tier 1 instruction to increase Science proficiency.

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

By June 2024, the goal is to increase the Science proficiency to 35% as measured by the Grade 5 Statewide Science Assessment.

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

School leaders will provide support and monitor Tier 1 instruction. Monitor student progress in grades 3-5 with Mastery Connect micro-assessments, ELD (Elementary Learning Department)
Science progress-monitoring assessments (BOY, MOY and EOY) , and the Science Grade 5 BSA.
Teachers will update online data collection chart after administering assessments. Teacher data chats with administration and support staff will be held twice a quarter to analyze for progression and proficiency. After data analysis, PLCs will be adjusted to ensure students are making progress towards the goal by addressing areas of concerns.

Person responsible for monitoring outcome:

Mitshuca Moreau (mitshuca.moreau@browardschools.com)

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.)

Teachers in grades 3-5 will participate in teacher-led professional learning communities (PLCs) that are driven by student data and teacher needs.

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

Research shows that PLCs are effective in improving instructional practices and teacher pedagogy.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

*Science Coach will facilitate standard-aligned planning
*Admin and Academic Coaches will provide support based on classroom walkthrough data
*Admin and Academic Coaches will ensure that the PLC's are aligned to a problem of practice
*Teachers will engage in collaborative discussions that lead to analyzing student samples, sharing best

practices and implementing some of the practices within their daily instruction as needed
*Teachers will implement scaffolding strategies to assist with meeting the needs of all students

Person Responsible: Mitshuca Moreau (mitshuca.moreau@browardschools.com)

By When: June 2024

#5. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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

Instructional Coaching was selected as an area of focus. Based on the BSI Gap Analysis Monitoring components, we had identified 67% or 4 of the 6 components with a Beginning rating and 33% or 2 of the 6 components as Refining. The objective is to increase teacher efficacy by monitoring effective coaching for school improvement.

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

By June 2024, the goal is to increase the Monitoring components from a 33% Beginning rating to a 70% or higher Refining or Optimizing rating as measured by the BSI Gap Analysis.

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

School Leaders will monitor our coaching system through completion and submission of evidence in the form of support logs, schedules, teacher reflection, coach reflection, coaching support plans and tiering document.

Person responsible for monitoring outcome:

Mitshuca Moreau (mitshuca.moreau@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional coaches attended the 2023 BSI Summer Institute. They participated in an intense academic coaching sessions such as Accelerated Coaching for School Improvement, Monitoring Coaching for School Improvement and Planning Around Your System for Coaching. The coaches will be supported throughout the year by the Region 5 School Improvement Specialist.

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

Research evidence strongly suggests that a well-designed instructional coaching program improves teacher practice and student outcomes.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

*Admin staff will develop a shared understanding of expectations for high-quality instruction
*Admin staff will identify, define and prioritize look-fors
*Admin staff will establish criteria for tiers of support
*Admin staff will set a goal aligned to established look-fors and determine bite-sized action step
*Admin will evaluate the alignment of available resources to support coaching

*Admin staff will use evidence to monitor implementation and impact of coaching
*Admin staff will analyze evidence of implementation and impact to determine next steps

Person Responsible: Mitshuca Moreau (mitshuca.moreau@browardschools.com)

By When: June 2024

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).

In order to ensure appropriate resources were allocated based on our school's needs, a process was in place to review school improvement funding allocations. We utilized the results of the FAST PM3 data for ELA and Math and the Grade 5 Statewide Science Assessment. The results displayed a need in all subject areas. For Science, the overall proficiency was 25%, for ELA the overall proficiency was a 33%, and for Math the overall proficiency was 55%. Funds were allocated for resources that provide high quality instructional materials, engaging activities, and progress monitoring. To prepare the teachers to close the achievement gap, funds were allocated for teacher training, summer planning and afterschool planning. The EWS data supports the PM3 data by showing a need in all subject areas. The EWS also shows absenteeism as probable cause for learning deficits. By addressing our school needs with the allocated funds, we will be reducing barriers to increase student proficiency.

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

As evidenced by the Renaissance STAR Literacy PM 3 results, ELA proficiency is 60% combined for K-2 grade levels. The data indicates a need to evaluate and provide high quality Tier 1 Instruction and targeted support to close achievement gaps for students who are lacking reading foundational skills to reach 45% proficiency on the FAST assessments.

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

As evidenced by the Florida Standards Assessment PM 3 results, ELA proficiency is 33% combined for 3rd- 5th grade. The data indicates a need to evaluate and provide high quality Tier 1 Instruction and targeted support to close achievement gaps for students who are one or more grade levels below to reach 45% proficiency on the FAST assessments.

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

By June 2024, 45% of students in grades K-2nd will be proficient according to the Renaissance STAR PM 3 assessments.

Grades 3-5 Measurable Outcomes

By June 2024, 45% of students in grades 3rd- 5th will be proficient according to the FAST PM3 assessments.

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.

The school's area of focus will be monitored for the desired outcomes by implementing teacher professional development and focusing on classroom walkthroughs with targeted feedback. The ongoing progress monitoring will be conducted through informal and formal assessments, professional learning communities and data analysis meetings.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Moreau, Mitshuca, mitshuca.moreau@browardschools.com

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?

The evidence-based practices/programs being implemented are aligned to the BEST standards and the State Road Map for Tier 1 schools. All district adopted curriculum resources will be aligned to the BEST ELA standards. Instructional practices will include standard-based planning, front loading sessions, effective delivery of Tier 1 instruction and Tier coaching support for teachers.

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?

The rationale for selecting the specific practices/programs for the selected areas of focus is based on the Renaissance STAR Literacy PM 3 data of 60% combined proficiency for grades K-2 and 33% combined proficiency levels for grades 3-5 on the FAST PM 3 assessment data.

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
Implement common planning sessions after school that will be supported by the UniSIG Grant for all ELA content area classroom and academic support teachers.	
Progress Monitoring of the implementation of Tier 1 standards-based instructional lessons, delivery, and student activities.	Moreau, Mitshuca, mitshuca.moreau@browardschools.com
Provide professional development on Tier 1 instruction, BEST Standards, and District-approved instructional curriculum materials.	

As evidenced by the Florida Standards Assessment PM 3 results, ELA proficiency is 33% combined for 3rd- 5th grade. The data indicates a need to evaluate and provide high quality Tier 1 Instruction and targeted support to close achievement gaps for students who are one or more grade levels below to reach 45% proficiency on the FAST assessments.	Moreau, Mitshuca, mitshuca.moreau@browardschools.com

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.

In order to disseminate the SIP, UniSIG budget and SWP to all our stakeholders, we utilize our school's website https://www.browardschools.com/mlking, SAC meetings, Open House, Family Nights, faculty meetings and grade level meetings. The SIP (online and paper copy) is translated in Spanish and Haitian Creole for our ESOL families.

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))

In order 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, we utilize family engagement activities such as meet and greet, Family Nights (ELA, Math & Science), Open House, promotion ceremonies, parent conferences, SAC meetings, community partnerships with volunteering. We consistently update our school website, https://www.browardschools.com/mlking, to keep our stakeholder informed.

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

The school plans to strengthen the academic program by providing additional coach-supported planning time, researched-based intervention resources/materials, and teacher development based on observation data. We will also monitor for mastery to ensure the students are receiving high-quality instruction in the most optimal learning environment.

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))

This plan is developed in coordination and integration with other Federal, State, and local services, resources and programs by providing ELO camps for low performing students based on current school data and partner with our school social worker and community liaison to provide community resources such as food distribution sites. For our identified homeless students, the district's Homeless Education Assistance Resource Team (H.E.A.R.T) provides support such as housing, clothing and/or food vouchers, counseling case management services, school enrollment and supplemental academic support. In regards to violence prevention, the school follows the BCPS Student Code of Conduct and the Discipline Matrix to uphold a zero tolerance bullying and violence stance as outlined in the District's Anti-Bullying Policy. The BCPS Food and Nutrition Department initiatives are fully supported through Health and Physical Education curriculum. Our Head Start program provides literacy, math and science to improve school readiness. Additionally, parents and other adults in the community in need of ESOL, GED, Job Training or any other education programs are referred to the Title I Department for adult/ career & technical education.

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))

Dr. Martin Luther King, Jr. Montessori Academy ensures counseling, mental health services, specialized support services, mentoring services, and tutoring are available to all our students to improve their skills outside of the academic subject areas by having a full-time school counselor, social worker, community liaison, ESE specialist and ESE support facilitator on staff. By utilizing surveys, and parent and/or teacher observations, students are evaluated for the necessary services.

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))

NA

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).

All students at MLK are expected to follow and abide by all school-wide rules and those that are identified in the school-wide behavior plan. In addition, each teacher has his/her classroom management model that provides consequences and/or rewards when necessary to assist with deterring misbehavior. If students that have disabilities are misbehaving, as a school, we do consult with the ESE Support Facilitator/ESE Specialist to support the classroom teacher. When students' behavior goes beyond the scope of the classroom then it is the expectation that students with excessive behaviors that are not manageable be referred to RtI. Teachers will then sit with the Collaborative Problem-Solving Team to create an individualized behavior plan. The plan is implemented and the teacher monitors data trends for misbehavior.

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))

Teachers are continuously participating in professional development throughout the school year that promotes student success by using the Florida Assessment of Student Thinking (F.A.S.T) results and B.E.S.T standards to improve teacher efficacy and utilizing assessment data to drive instruction. All teachers must be ESOL-endorsed and reading certified. We are able to recruit and retain effective teachers in high-need subjects by utilizing the Teacher Induction for Effectiveness and Retention (TIER) liaison, Professional Learning Communities, District Trainings, School-Based professional development, monthly Teacher Recognition and incentives along with support from the academic support coaches.

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))

In order to assist preschool children in the transition from early childhood education programs such as Head Start and VPK to Kindergarten, we implement a curriculum based on the Teaching Strategies Gold Assessment and Informal Reading Inventory of Concepts and Print Letter Knowledge. The assessments will be placed in the cumulative folders to help Kindergarten teachers with the Head Start students' progress in the program. In addition, the parents are invited to Kindergarten Roundup to gain information about Kindergarten placement, registration, and school-wide expectations.

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: Early Warning System				$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA				$18,414.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$4,165.00
			Notes: Curriculum Associates Purchase Magnetic Reading ELA student workbooks to reinforce grade level academic concepts and tiered instructional lessons to ensure that students are progressing towards meeting grade level standards. The materials will be used for remediation and enrichment in whole group and small group instruction. This focus will help our teachers deliver the explicit, systematic foundational skills instruction for grade 2 rooted in the Science of Reading and connects to the comprehension skills in grades 3-5. - (70) Magnetic Reading Florida Student books (Grade 2) - (70) Magnetic			

			Reading Florida Student books (Grade 3) - (70) Magnetic Reading Florida Student books (Grade 4) - (70) Magnetic Reading Florida Student books (Grade 5)			
	5100	369	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$6,035.00
			Notes: Curriculum Associates Purchase iReady Learning Teacher Toolbox (ELA and Math) to be used for tiered instructional purposes. This resource will aid in providing teachers and relevant instructional support members with tiered lessons and activities to appropriately meet students' academic needs. It includes all standards-based lessons, activities, and instruction for teachers to access inside and outside of class. This will allow teachers to focus on particular student skills or reteach skills students may not have mastered. Site License term date will not extend pass July 31, 2024. - Site license for 351-500 students (1 year)			
	5100	644	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$3,350.00
			Notes: Purchase six Lexmark printers to be used by classroom teachers to print out standards-based activities, and students will use these printers to print out assignments and typed essays. The printers will be distributed as needed in grades 3-5. - (3) Lexmark MX432adwe Monochrome Laser Printer @ $531.16 - (3) Lexmark MS531dw Monochrome Laser Printer @ $579.53			
	5100	510	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$2,864.50
			Notes: Classroom/Student Supplies Classroom supplies to support reading, mathematics, science, and social studies instruction: 2 pocket folder, tape, 1 subject notebooks, filler paper, pencil sharpener, Post-It notes, copy paper, plastic divider tabs, expo markers, pencils, composition books			
	5100	519	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$2,000.00
			Notes: Purchase Lexmark printer toner cartridges for printers to be used by classroom teachers.			
3	**III.B.**	**Area of Focus: Instructional Practice: Math**				**$4,875.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$3,570.00
			Notes: Curriculum Associates Purchase BEST Math student workbooks to reinforce grade level academic concepts and tiered instructional lessons to ensure that students are progressing towards meeting grade level standards. The materials will be used for remediation and enrichment in whole group and small group instruction. Through teacher-led instruction, our students in grades 2-5 will develop mathematical reasoning, engage in discourse, and build strong mathematical habits. - (70) Ready Florida BEST Math Instruction Student Books (Grade 2) - (70) Ready Florida BEST Math Instruction Student Books (Grade 3) - (70) Ready Florida BEST Math Instruction Student Books (Grade 4) - (70) Ready Florida BEST Math Instruction Student Books (Grade 5)			
	5100	510	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$1,305.00
			Notes: Mountain Math Purchase Mountain Math, a researched-based daily spiral review, to help students master previously taught concepts. The spiraling of the daily review and spaced repetition activities are a great supplement to our math program to increase our students' mastery of math concepts and skills. - (4) Math Bulletin Board Kits with vinyl mounts (Gr. K) - (5) Math Bulletin Board Kits with vinyl mounts (Gr. 1)			
4	**III.B.**	**Area of Focus: Instructional Practice: Science**				**$13,755.00**

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$4,620.00
			Notes: J&J Educational Boot Camp Purchase Educational Bootcamp Science intervention system to help students in grade 5 comprehend the concepts related to the Next Generation Sunshine State Standards through print/online resources, engaging hands-on activities and fun, rigorous games. The intervention program comprises several resources that, when combined, helps our students comprehend the concepts related to the NGSSS and get ready for science in the middle grades. - (3) Grade 5 Science Bootcamp Consumable Packages with ED Basecamp - (1) Grade 5 Science Bootcamp Classroom Package with ED Basecamp			
	5100	510	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$7,140.00
			Notes: J&J Educational Boot Camp Purchase Educational Bootcamp Science intervention system to help students in grades 3 and 4 comprehend the concepts related to the Next Generation Sunshine State Standards through print/online resources, engaging hands-on activities and fun, rigorous games. The intervention program comprises several resources that, when combined, helps our students in 3rd and 4th grade comprehend the concepts related to the NGSSS and get ready for 5th. - (4) Science Bootcamp Classroom Packages with ED Basecamp for Grade 3 - (4) Science Bootcamp Classroom Packages with ED Basecamp for Grade 4			
	5100	510	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$1,995.00
			Notes: Educational Development Associates Purchase Acaletics Science researched-based, results-based supplemental products to boost our students' performance and achievement by improving science proficiency and closing/reversing any existing achievement gaps. Our students will be immersed daily in engaging science content, vocabulary, practice and activities, which will raise their confidence, knowledge and skills in science learning. - (65) Grade 5 Science SCRIMMAGE (Form A & B set) - (65) Grade 5 Science QUIK-PIK (Book 1 & 2 set)			
5	**III.B.**	**Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning**				**$175,043.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG	1.0	$62,805.00
			Notes: Resource Teacher/Interventionist Hire one Resource Teacher/Interventionist to work with 3rd, 4th and 5th grade students to ensure the Tier 1 instruction in the classroom is supported with the materials purchased through UNISIG funding. The resource teacher will push in and pull out small groups to provide Tier 2 and Tier 3 interventions in both reading and math. The interventionist will provide support to the classroom teachers with analyzing data to drive instruction thus increasing teacher efficacy. The Resource Teacher/Interventionist will create and maintain an atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards.			
	5100	120	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$19,200.00
			Notes: Extended Learning Opportunities (ELO) Stipends Provide stipends for ten teachers to teach ELA/Math ELO Camps for targeted students in grades 2-5. Instruction and materials will be selected based on data to promote academic achievement through the improvement and enhancement of learning. The camps can help prepare our students for success in school and life, including academic achievement, health and wellness, better attendance, and improved social behaviors. ELO camps will take place from January			

			2024-April 2024 (16 weeks). Stipends will be paid at $40/hour. There will be approximately 150 students for a 15:1 teacher ratio. - ELO Student Camp Time: 3 hours x 16 weeks = 48 hours - ELO Student Camp Stipends: 10 teachers x 48 hours x $40 stipend = $19,200			
	6400	120	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$44,800.00
			Notes: Extended Planning Time for Teachers Provide additional time to grade level teams to plan for effective instruction. Stipends for twenty K-5 teachers to plan for one additional hour, three days per week from October 2023 to April 2024. Effective planning by our teachers communicates what students should know and be able to do. It also enables them to be innovative and try out new approaches and ideas in their teaching. - Planning Time: October 2023-April 2024 = 28 weeks - Planning Stipends: 2 hours/week x 28 weeks = 56 hours - Planning Stipends: 20 teachers x 56 hours x $40/hour = $44,800			
	6400	120	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$15,000.00
			Notes: Professional Development Stipends Provide stipends to 25 teachers to engage in fifteen hours of professional development. The PD will include supported instructional and collaborative planning, professional learning communities (PLCs) and other general training sessions. The intense literacy, mathematics, science, data usage and pedagogy focus of the professional development will support teachers to increase their knowledge as they work with students to close the achievement gaps in reading, writing, math and science. Staff development will occur afterschool or on designated Saturdays, and be delivered either virtually or in-person; schedule to be determined. Stipends will be paid at $40/hour. Stipends for 25 teachers to participate in scheduled professional development and curriculum planning sessions from September 2023 to May 2024. - Professional Development Stipends: 25 teachers x 15 hours x $40/hour stipend = $15,000			
	6400	220	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$1,280.00
			Notes: FICA (Social Security): Professional Development Stipends			
	5100	210	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$8,523.00
			Notes: Retirement: Resource Teacher/Interventionist			
	5100	220	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$4,805.00
			Notes: FICA (Social Security): Resource Teacher/Interventionist			
	5100	230	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$10,633.00
			Notes: Health Insurance: Resource Teacher/Interventionist			
	5100	240	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$629.00
			Notes: Workers Compensation: Resource Teacher/Interventionist			
	5100	250	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$51.00
			Notes: Unemployment: Resource Teacher/Interventionist			

	5100	220	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$1,640.00
			Notes: FICA (Social Security): Extended Learning Opportunities (ELO)			
	5100	240	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$236.00
			Notes: Workers Compensation: Extended Learning Opportunities (ELO)			
	5100	250	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$44.00
			Notes: Unemployment: Extended Learning Opportunities (ELO)			
	6400	220	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$3,584.00
			Notes: FICA (Social Security): Extended Planning Time for Teachers			
	6400	240	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$448.00
			Notes: Workers Compensation: Extended Planning Time for Teachers			
	6400	250	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$45.00
			Notes: Unemployment: Extended Planning Time for Teachers			
	6400	240	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$185.00
			Notes: Workers Compensation: Professional Development Stipends			
	6400	250	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$35.00
			Notes: Unemployment: Professional Development Stipends			
	6300	160	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		$1,100.00
			Notes: School Support - Provide supplemental oversight and direct support to designated UniSIG school to ensure proper FLDOE, UniSIG and/or District policies and procedures are being adhered to and implemented.			
					Total:	$212,087.50

Budget Approval

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

No