

Miami-Dade County Public Schools

Hibiscus Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Hibiscus Elementary School

18701 NW 1ST AVE, Miami, FL 33169

<http://hibiscus.dadeschools.net/>

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 be the preeminent provider of the highest quality education that empowers all students to be productive lifelong learners and responsible global citizens.

Provide the school's vision statement.

We provide a world class education for every student.

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
Vinas, Barbara	Principal	The title role of the Principal is to provide leadership, guidance and instruction within the school. The Principal's primary goal is to create and sustain effective educational programs within the school that fosters the advancement of education and learning within the school. The Principal will oversee data chats with teachers and students as well as collaborative planning meetings and programs.
Daniels, Tayloria	Instructional Coach	Lead professional development workshops, model strategies, or techniques for teachers, and conduct collaborative lessons. They have a strong influence on the overall reading program in the school. - They serve as advocates for the literacy program.
Mobley, Sieta	Instructional Coach	Lead professional development workshops, model strategies, or techniques for teachers, and conduct collaborative lessons. They have a strong influence on the overall math program in the school.
Pemberton, Vivique	Instructional Media	The Media Specialist establishes and administers content on various social media platforms. The job involves monitoring site metrics, overseeing creative design, and responding to reader comments. Specialists offer advice to administrators and teachers on the use of non-print social media.
Pierresaint, Beatrice	ELL Compliance Specialist	The ELL compliance liaison will provide feedback to school administrators regarding compliance as well as required ESOL coding verification and schedule. The ELL compliance specialist will monitor the progress of all ESOL students and former students from the previous 2 years. Provide instructional supports to teachers of ESOL students. Assist with facilitating best practices and ESOL accommodations and strategies. Maintain all ESOL program data and assist with ELL testing.
Vasquez, Frances	Other	To enhance the learning process and promote the academic, social/ emotional, and development of all students. The School Counselor will also assist with MTSS process, developing, implementing and managing school guidance programs, work with students in individual, small group and classroom settings, assist and support students and parents with creating an academic plan for students education.
Jeffery, Carol	Assistant Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

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.

We analyzed the data from the School Climate Survey, completed by all stakeholders

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))

We will monitor and revisit SIP goals after interim assessments and progress monitoring. SIP will be reviewed and discussed at all ESSAC and faculty meetings.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	N/A
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	2021-22: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	19	6	5	7	5	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	3	12	0	3	0	0	0	18
Course failure in Math	0	0	3	10	1	7	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	5	7	22	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	4	9	17	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	22	26	10	24	0	0	0	97
Two or more indicators	0	0	3	13	6	16	0	0	0	38
Retained Students	0	0	0	5	0	0	0	0	0	5
Retained two or more times	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	3	13	6	16	0	0	0	38

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	5	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	21	10	13	11	12	0	0	0	67
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	9	1	3	0	0	0	19
Course failure in Math	0	1	4	5	3	9	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	3	17	26	0	0	0	46
Level 1 on statewide Math assessment	0	0	0	2	17	24	0	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	5	15	19	28	0	0	0	68

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	5	5	13	25	19	0	0	0	67

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	21	10	13	11	12	0	0	0	67
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	9	1	3	0	0	0	19
Course failure in Math	0	1	4	5	3	9	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	3	17	26	0	0	0	46
Level 1 on statewide Math assessment	0	0	0	2	17	24	0	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	5	15	19	28	0	0	0	68

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	5	5	13	25	19	0	0	0	67

The number of students identified retained:

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

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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49			33			52		
ELA Learning Gains	62			21			62		
ELA Lowest 25th Percentile	50			33			45		
Math Achievement*	51			20			56		
Math Learning Gains	75			5			61		
Math Lowest 25th Percentile	67			10			57		
Science Achievement*	46			9			44		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	66			54			72		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	466
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	64			
AMI				
ASN				
BLK	58			
HSP	72			
MUL				
PAC				
WHT				
FRL	57			

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)

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	49	62	50	51	75	67	46					66
SWD												
ELL	47	67	55	55	80	80	60					66
AMI												
ASN												
BLK	48	63	48	49	75	66	47					69
HSP	71	64		71	82							
MUL												
PAC												
WHT												
FRL	48	61	52	50	74	64	47					63

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	33	21	33	20	5	10	9					54
SWD	15			8								
ELL	39	20		34	0							54
AMI												
ASN												
BLK	32	23	38	18	7	13	10					41
HSP	40	10		28	0							69
MUL												
PAC												
WHT												
FRL	33	22	33	20	6	10	10					56

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	52	62	45	56	61	57	44					72
SWD	0			8								
ELL	59	74		56	63		60					72
AMI												
ASN												
BLK	53	61	45	56	61	63	42					74
HSP	52	70		52	60							70
MUL												
PAC												
WHT												
FRL	49	61	45	54	60	56	40					76

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.

School, District and State data will be uploaded when available.

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.

In comparison to the 2022 to 2023 academic school year, Grade 5 showed a significant decrease in ELA, Math, and Science; the school's accountability components. In comparison to the 2022 school year, ELA decreased 14 percentage points from 49% proficiency to 35% in the 2023 ELA FAST PM3. In mathematics there was a 17 percentage point decrease from 49% proficiency to 32% proficiency in the 2023 Math FAST PM3. Science showed the most decrease of 21 percentage points from 46% proficiency to 25% proficiency in the 2023 FCAT Science Assessment. As a result of personnel change to the fifth grade team and building teacher capacity, these were contributing factors that led to an overall decrease in ELA, Math, and Science.

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

The 2023 Data indicates the Science Proficiency at 25%, compared to the 2022 Science proficiency at 46%. This was a 21 percentage point decrease.

Although, Instructional Support, Co-Teaching, Data - Driven Instruction, Science Framework, and administrative support was provided during Science common-planning building teacher capacity was an contributing factor to this decrease.

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 2023 Data indicate Science showed the greatest gap when compared to the state average proficiency of 53% a 27 percentage point decrease and a school proficiency of 25%.

Building teacher capacity was a contributing factor to the decrease of 27 percentage points when compared to the 2022 Science State Assessment.

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

The 2023 Data indicates the FAST Math Proficiency compared to the 2022 FSA Math increased 1 percentage point.

The actions implemented at the school are the following:

Extended Learning opportunities were provided to students with additional support through interventions, after school and Saturday school tutoring, which help students towards their proficiency goals.

Corrective Feedback through the use of Data Trackers allowed students to track progress on topic assessments and become accountable for their learning, which helped students increase their understanding of math skills.

Standards Aligned Instruction in math allowed for teachers to plan effective lessons targeted to the

standards. Additionally, a Curriculum Support Specialist provided instructional support and professional development that showed an increase on student performance on PM1 through PM3.

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

By promoting a positive school culture where attendance is essential to the students' educational development, a decrease in absenteeism will be reflective among students with ten or more absences resulting in an increase in academic success.

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

Building Teacher Capacity

Student Attendance

Increase Proficiency in ELA , Math, and Science in all accountable grades.

School Climate and Culture

Area of Focus

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

#1. Instructional Practice specifically relating to 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.

Although there is a slight increase when comparing our math data from 49% proficiency in 2022 to 51% in 2023, we still remain 8 percentage points below the state and district. In comparing our ELA data in 2022 ELA proficiency was at 49% compared to 45% based on the 2023 ELA FAST PM3, we are 18 percentage points below the district and as a result; our school I will target building teacher capacity through Instructional Coaching and Professional Learning in order to maximize student outcomes.

Measurable Outcome:

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

If Instructional Coaching and Professional Learning is implemented effectively, then proficiency will increase in math by a minimum of 18 percentage points as evidenced by the 2024 Math FAST PM 3 Assessments.

Monitoring:

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

Instructional Coaching Logs and Professional Development logs be recorded by the Leadership Team: Barbara A. Viñas, Principal, Ms. Carol Jeffrey, Assistant Principal, and Ms.Sieta Rogers, Math Coach will conduct quarterly data chats, adjust groups based on current Topic Math Assessments, plan collaboratively with math teachers to ensure lessons are rigorous, aligned to the BEST Math Standards, and differentiated to meet the learners academic needs.

Person responsible for monitoring outcome:

Sieta Mobley (mobleys@dadeschools.net)

Evidence-based Intervention:

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

Instructional Support/Coaching will be implemented to set a measurable goal to improve instructional outcomes. Coaching Cycles will focus on the identified goal set by the school and increase the achievement and engagement of every student by maximizing both student and teacher outcomes. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If teachers receive aligned professional development and instructional coaching support, they should be able to implement effective research based strategies and increase math proficiency by a minimum of 18 percentage points when the 2024 Math FAST PM3 is administered.

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.

Identify teachers below 50% proficiency

Person Responsible: Barbara Vinas (pr2401@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Pre-plan coaching cycles

Person Responsible: Tayloria Daniels (tmdaniels1@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Conduct goal setting sessions

Person Responsible: Barbara Vinas (pr2401@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Implement coaching cycles

Person Responsible: Tayloria Daniels (tmdaniels1@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Conduct informal walk-throughs aligned with the Framework of Instructional Framework

Person Responsible: Barbara Vinas (pr2401@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#2. Instructional Practice specifically relating to Collaborative Planning**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.

Although there is a slight increase when comparing our math data from 49% proficiency in 2022 to 51% in 2023, we still remain 8 percentage points below the state and district. In comparing our ELA data in 2022 ELA proficiency was at 49% compared to 45% based on the 2023 ELA FAST PM3, we are 18 percentage points below the district and as a result; our school will target Collaborative Planning as an Instructional Best Practice for grades K-5.

Measurable Outcome:

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

If grade levels participate in Collaborative Planning weekly, then the ELA and math scores should show a minimum increase of five percentage points as evidenced by the 2024 PM3 Assessment.

Monitoring:

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

Teacher Leaders will create agendas for focused collaborative planning meetings amongst grade levels. The Leadership Team: Barbara A. Viñas, Principal, Ms. Carol Jeffrey, Assistant Principal, and Ms. Sieta Rogers, Math Coach, Ms. Tayloria Daniels, Reading Coach, will conduct Common Planning Sessions in order to , adjust groups based on current ELA Bi-Weekly Assessments, Topic Math Assessments, ensure lessons are rigorous, aligned to the BEST in both Math and ELA Standards, and differentiated in order to meet the learners academic needs.

Person responsible for monitoring outcome:

Barbara Vinas (pr2401@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.)

As a result of Instructional Coaching, professional development workshops, modeling strategies, or techniques for teachers, and collaborative conversations will have a strong influence on the overall ELA and math program in the school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The evidence base strategy for this area of focus is Data - Driven Instruction. Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Data will be used to plan instruction during collaborative planning sessions. Data trackers will be used to monitor student progress. Teachers will monitor student data on Performance Matters, FAST Assessment Platform, and i-Ready.

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.

Create coaching/collaborative planning schedules

Person Responsible: Tayloria Daniels (tmdaniels1@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

Create Focus Calendars

Person Responsible: Tayloria Daniels (tmdaniels1@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

Create DI Framework

Person Responsible: Tayloria Daniels (tmdaniels1@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

BiWeekly/Topic Assessment Data Chats

Person Responsible: Barbara Vinas (pr2401@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

#3. 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.

Based on the 2023 Science Assessment, we have determined that differentiation through small group instruction is a critical need. The fifth grade cohort has decreased 21 percentage points at 25% as compared to their 2022 Science Assessment proficiency at 46%. The decrease in this cohort indicate instruction needs to be differentiated to address the individual needs of all learners within small group teacher lead instruction, as building teacher capacity through Professional Development and Common Planning.

Measurable Outcome:

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

If differentiation through small group instruction is implemented effectively, then the fifth grade students' proficiency will increase in Science by a minimum of 20 percentage points as evidenced by the 2024 Science Assessment.

Monitoring:

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

The Leadership Team: Barbara A. Viñas, Principal, Ms. Carol Jeffrey, Assistant Principal, and Ms. Sieta Rogers, Math Coach/Science Coach will monitor student progress by using Science assessments, Edusmart, and informal assessments that will lead to ongoing adjustments to flexible groups. In addition, The Leadership Team will conduct quarterly data chats to monitor and discuss student progress, conduct Common Planning Sessions with 5th grade Science Teachers in order to ,adjust groups based on current Science Assessments to ensure lessons are rigorous, Science Framework in being implemented with fidelity, as well as Science Labs.

Person responsible for monitoring outcome:

Barbara Vinas (pr2401@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.)

Differentiated Instruction will be implemented for effective teaching that involves providing different students with different avenues to maximize their learning through content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was selected to specifically address individual student needs. Teachers will continuously update small groups based on data, adjust instructional plans/delivery, and assign individual Edusmart lessons aligned to the science standards and benchmarks.

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.

Create coaching/collaborative planning schedules for science

Person Responsible: Sieta Mobley (mobleys@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

Create Focus Calendars for Science

Person Responsible: Sieta Mobley (mobleys@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

Create DI Framework for Science using EduSmart

Person Responsible: Sieta Mobley (mobleys@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

Implement Houghton Mifflin Hartcourt Science

Person Responsible: Sieta Mobley (mobleys@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

Topic Assessment Data Chats

Person Responsible: Barbara Vinas (pr2401@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

Conduct walk-throughs aligned to the Framework of Effective Instruction.

Person Responsible: Barbara Vinas (pr2401@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

#4. Instructional Practice specifically relating to Student Engagement**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.

Although there is a slight increase when comparing our math data from 49% proficiency in 2022 to 51% in 2023, we still remain 8 percentage points below the state and district. In comparing our ELA data in 2022 ELA proficiency was at 49% compared to 45% based on the 2023 ELA FAST PM3, we are 18 percentage points below the district and as a result; our school will target Student Engagement through Differentiated Instruction using Research Based Online Programs as iReady, Accelerated Reader, and Edusmart as an Instructional Best Practice for grades K-5.

Measurable Outcome:

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

If grade levels participate in Student Engagement through Research Based Online Programs then the ELA and math scores then students will have ownership of their learning and show a minimum increase of five percentage points as evidenced by the 2024 PM3 Assessments.

Monitoring:

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

The Leadership Team: Barbara A. Viñas, Principal, Ms. Carol Jeffrey, Assistant Principal, Ms. Tayloria Daniels, Reading Coach, Ms. Sieta Rogers, Math/Science Coach, and Ms. Vivique Pemberton, Media Specialist will monitor student engagement of Research Based Programs such as iReady, Accelerated Reader, and Edusmart to ensure students and teachers are implementing it effectively.

Person responsible for monitoring outcome:

Barbara Vinas (pr2401@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.)

Student-Centered Learning will provide learners with the ownership to take accountability to the educational programs, learning experiences, instructional approaches, and academic-support strategies both physical or virtual that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students .

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was selected to specifically address individual student needs and engage students through research based online programs in order to take student ownership to learning. Teachers will continuously update targeted lessons based on data and adjust goal setting for students through student incentives.

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.

Provide teachers with an overview of the research based online programs in order to facilitate D.I and increase student engagement.

Person Responsible: Barbara Vinas (pr2401@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Add students to the online programs to ensure access.

Person Responsible: Sieta Mobley (mobleys@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

Monitor Weekly online programs to ensure students are meeting the required minutes and completing assigned lessons with 70% accuracy.

Person Responsible: Sieta Mobley (mobleys@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Identify students with 70% accuracy and highlight those students by incentivizing.

Person Responsible: Barbara Vinas (pr2401@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

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

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

As evidenced by student attendance in PowerBi, 13% of students had ten or more absences in 2023. Although, attendance has shown improvement when compared to 2022. This continues to be an area of focus, as consistent student attendance is essential for students' academic success.

Measurable Outcome:

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

By promoting a positive school culture where attendance is essential to the students' educational development, a 5% decrease in absenteeism will be reflective among students with ten or more absences resulting in an increase in academic success.

Monitoring:

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

The Leadership Team: Barbara A. Viñas, Principal, Ms. Carol Jeffrey, Assistant Principal, and Ms. Frances Vasquez, School Counselor will monitor teachers attendance and verify attendance report on a daily basis for accuracy. Teachers will also notify the school counselor for students with chronic tardies or absences to be referred for services and support.

Person responsible for monitoring outcome:

Frances Vasquez (262359@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.)

Celebrate Student Success will be implemented when student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more and take ownership of their educational development.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Encourage participation in school traditions by faculty and students to create a positive school culture. Implement strategic attendance initiatives include close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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.

Quarterly celebrations will be held to recognize students with perfect attendance to motivate students to attend school daily.

Person Responsible: Frances Vasquez (262359@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

Beginning on August 17, 2023 through October , 2023, a Perfect Attendance tracker for each homeroom class will be initiated resulting in a decrease in the number of absent students and an increase in the number of homeroom classes with perfect attendance.

Person Responsible: Frances Vasquez (262359@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

Beginning August 17, 2023 through October , 2023, contact parents of students that are absent on a daily basis to ensure that students are legitimately out and will return as quickly as possible. This will ensure that our attendance rate remains significantly high.

Person Responsible: Frances Vasquez (262359@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

Recognizing students through Values Matters Miami, "Do the Right Thing", and District 1 Highlight's for Dr. Gallon to promote student pride and increase student attendance from August 17, 2023 through October , 2023

Person Responsible: Frances Vasquez (262359@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

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

Based on the 2023 ELA FAST data of students are scoring in the 1-4 stanine category, we have determined that effective implementation of Differentiation is a critical need.

2023 FAST Star Reading Proficiency Data

Kindergarten 71% of students scored below the 50th percentile.

1st Grade 60% of students scored below the 50th percentile.

2nd Grade 63% of students scored below the 50th percentile.

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

Based on the 2023 ELA FAST data 54% of students scored below proficiency, we have determined that effective implementation of Differentiation is a critical need.

2023 ELA FAST Reading Proficiency Data

3rd grade 48% of students are proficient.

4th grade 51% of students are proficient.

5th grade 35% of students are proficient.

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

If Differentiation is implemented effectively, then 50 percent of students in K-2 will pass Progress Monitoring (PM3) Assessment.

Grades 3-5 Measurable Outcomes

If Differentiation is implemented effectively, then 50 percent of students in 3-5 will score a level 3 or above on the Progress Monitoring(PM3) Assessment .

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.

Student progress will be monitored by The Leadership Team: Barbara A. Viñas, Principal, Ms. Carol Jeffrey, Assistant Principal, and Ms. Tayloria Daniels, Reading Coach, ELA teachers throughout the year will be using bi-weekly reading assessments, i-Ready Reading Diagnostic Assessments, and FAST assessments. Based on the data from these assessments, adjustments will be made to students' needs through the use of Differentiated Instruction and Research Based reading strategies to increase student proficiency. The Leadership Team will conduct quarterly data chats to monitor and discuss student progress. Push-in support will be provided for students as needed.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Vinas, Barbara , pr2401@dadeschools.net

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?

Standards-Based Collaborative Planning will be implemented for the ELA teachers, to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons will include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning is a collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively. Within the targeted area of Standards Based Collaborative Planning, our school will effectively implement this practice across all grade levels to address students academic needs which will positively impact student success.

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?

This strategy was selected to specifically address individual student needs. Teachers will continuously plan collaboratively standard based lessons to improve standards-aligned lesson quality, instructional effectiveness, and student achievement.

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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The Literacy Coach in conjunction with the Literacy Leadership Team will facilitate collaborative planning across all grade levels (K-5). The Literacy Coach in collaboration with the Literacy Leadership Team will work throughout the school year with teachers to plan effectively for standard-driven instruction and implementation of Differentiated Instruction that addresses student needs. Teachers will be assisted with grouping students in flexible groups based on data from bi-weekly assessments, i-Ready Diagnostics and FAST assessments.

Vinas, Barbara ,
bvinas@dadeschools.net

During Collaborative Planning, the Literacy Coach will introduce Making Text Connections; a reading comprehension strategy that helps students find meaning in a text by connecting it to their background knowledge which can be divided into three categories:
Text-to-Self: The connections readers make to their own knowledge and previous experiences.
Text-to-Text: The connections readers make to another piece of written text.
Text-to-World: The connections readers make to the community and world around them."

Vinas, Barbara ,
bvinas@dadeschools.net

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.

Disseminating the School Improvement Plan (SIP) to various stakeholders is essential for transparency and engagement. To meet the requirement of providing information in a language parents can understand, it's important to consider diverse language needs. Use plain language when creating SIP documents. Ensure that documents are available in various formats: web pages (hibiscuselementaryschool.net), printed materials in the Main Office and Title I Office. Establish a EESAC schedule and share the results of progress monitoring and evaluation efforts with stakeholders to demonstrate the effectiveness of the SIP. Conduct professional development sessions to educate staff about the SIP and their roles in its implementation through Faculty Meetings, Common Planning, and EESAC the progress and adjustments in the SIP.

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))

Building positive relationships with parents, families, and community stakeholders is crucial for a school to fulfill its mission, support the needs of students, and keep parents informed of their child's progress. The school will establish and maintain open and transparent communication channels. This includes regular newsletters, emails, and a dedicated school website (hibiscuselementaryschool.net) where parents can find information about school activities, policies, and resources. At the beginning of each school year, the school will host orientation and welcome programs to introduce new families to the school environment. These events will offer opportunities for parents to meet teachers, administrators, and other families. Regular parent-teacher conferences will be scheduled to provide parents with updates on their child's academic progress and behavior. These conferences can be face-to-face or virtual to accommodate busy schedules. Providing regular progress reports to parents, not just during parent-teacher conferences but throughout the academic year, keeps parents informed about their child's academic performance. The school will actively engage with the broader community. This might involve collaborations with local businesses, community organizations, and hosting events that are open to the public. Such efforts can demonstrate the school's commitment to the community. By implementing these strategies, the school can build strong, positive relationships with parents, families, and community stakeholders, which will ultimately contribute to the success and well-being of its students.

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 II of the SIP. (ESSA 1114(b)(7)ii)

The school's Area of Focus, as identified in Part II of the SIP, is improving proficiency among elementary students through Instructional Coaching/Professional Learning, Collaborative Planning, Science, Student Engagement, and promoting a positive culture with an emphasis on attendance.

Instructional Coaching/Professional Learning: Professional Development: Develop a robust professional development program for teachers that focuses on enhancing instructional strategies, including differentiated instruction, data-driven instruction, and effective assessment practices.

Instructional Coaches: Employ instructional coaches who work directly with teachers to provide ongoing support and feedback, helping them refine their teaching techniques.

Peer Learning Communities: Foster peer learning communities where teachers can collaborate, share best practices, and learn from each other.

Common Planning Time: Ensure that teachers have dedicated common planning time to collaborate on lesson planning, curriculum development, and the identification of students who need additional support or enrichment.

Data-Driven Planning: Emphasize data-driven planning to tailor instruction to the specific needs of students, identifying areas of improvement and acceleration.

Science : Conduct a comprehensive review of the current science curriculum to ensure alignment with state and national standards. Hands-On Learning: Implement hands-on and inquiry-based learning experiences in science to enhance student engagement and critical thinking.

Student Engagement: Allow students to have ownership in their learning by implementing Research Based Online Programs to maximize student outcomes and incentivize their performance.

Attendance Incentives: Develop attendance incentives and recognition programs to encourage regular school attendance.

Engage parents in discussions about the importance of attendance and collaborate with them to address attendance-related challenges.

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))

The school employs licensed and trained counselors and mental health professionals who are experienced in working with students. Students have access to regular one-on-one or group counseling sessions based on their needs and the recommendation of teachers, parents, or through self-referral. Implement preventive mental health programs such as Healthy Me that focus on topics like stress management, coping skills, conflict resolution, and emotional regulation.

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).

A leadership team comprising administrators, special education coordinators, general education teachers, school psychologists, counselors, and behavior specialists. This team will oversee the implementation of the tiered model. Conduct a comprehensive needs assessment after FAST Progress Monitoring (PM1 and PM2) and iReady (AP1 and AP2) to academic challenges and begin the Request for Assistance (RFA). As well as, gather data related to student behavior, including referrals, discipline records, attendance, and academic performance through the MTSS process.

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))

The school employs a comprehensive approach for teachers, paraprofessionals, and other school personnel to improve instruction through the use of data. This approach aims to enhance teaching, data utilization, and teacher recruitment and retention, especially in high-need subjects, as per ESSA 1114(b)(7)(iii)(IV).

Professional Learning

Data workshops for better instruction.
Curriculum alignment training.
Differentiation strategies.
Technology integration.
Formative assessment practices.
Collaborative learning communities.

Recruitment and Retention:

Teacher recruitment fairs.
Mentorship programs.
Professional growth opportunities.
Training for paraprofessionals and staff.
High-need subject support.

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))

To assist preschool children in the transition from early childhood education programs to local elementary school programs, schools can implement several strategies in accordance with ESSA 1114(b)(7)(iii)(V):

Communication and Collaboration:

Establish strong communication channels between preschool programs and elementary schools. Regular meetings, emails, and phone calls can facilitate this. Encourage dialogue between preschool and elementary school teachers, sharing information about students' developmental progress and individual needs.

Orientation and School Visits:

Organize orientation sessions and school visits for preschool children and their families to become familiar with the elementary school environment. Offer guided tours, allowing children to explore classrooms, meet teachers, and see facilities before the school year begins.

Transition Meetings:

Conduct transition meetings that involve parents, preschool educators, and elementary school personnel.

Discuss children's strengths, areas for improvement, and individualized education plans if applicable.

Developmental Assessments:

Administer developmental assessments that can be shared between preschool and elementary school educators.

Use this data to tailor instruction and identify children who may need additional support.

Social and Emotional Support:

Implement social and emotional learning (SEL) programs that help children develop essential skills for interacting with peers and handling emotions.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Student Engagement	\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Other	\$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