Sunset Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Sunset Elementary School

5120 SW 72ND ST, Miami, FL 33143

http://sunset.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 cultivate an inclusive and innovative educational community – focused on culture, language, diversity, and excellence – developing lifelong learners and global citizens who can thrive in and positively impact an interconnected world.

Provide the school's vision statement.

To nurture culturally competent and globally minded individuals.

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
Alvarez-Arimon, Ana	Principal	As principal of the school, Ms. Alvarez-Arimon provides and communicates a common vision, ensures the safety and security of all students, oversees the general day-to-day operations of the school, manages the school's budget, and ensures the implementation of a rigorous academic program that follows district and state policies and guidelines. Ms. Alvarez-Arimon promotes data-driven decision-making and plans for the strategic direction of the school. She establishes a schoolwide commitment to high standards and the success of all students. As principal, she communicates with and encourages the participation of all stakeholders, builds capacity, and develops leadership in others. Furthermore, Ms. Alvarez-Arimon supports all aspects of the MTSS/RtI process, student assessment, and data collection. She monitors student progress, participates in data analysis for various purposes, and ensures appropriate measures are taken to meet the individual needs of all students.
Hurtado, Yusimi	Assistant Principal	As assistant principal, Ms. Yusimi Hurtado assists the principal in carrying out the vision and functions of the school, including implementing policies and procedures related to curriculum and instruction, the school organization, facilities, and student management. Ms. Hurtado ensures ESOL compliance, oversees the SIP process, develops schedules, monitors class-size, attendance, and transportation. Additionally, she collaborates with the foreign language departments and Grades 3-5 teachers to oversee curriculum and instruction. Ms. Hurtado conducts student and parent conferences related to student progress and behavior. Furthermore, Ms. Hurtado supports all aspects of MTSS/RtI program, participates in data analysis for the purpose of identifying Tier 2 and Tier 3 students, monitors student progress, and participates in the student assessment and data collection process.
Menendez, Marisa	Assistant Principal	As assistant principal, Ms. Menendez assists the principal in carrying out the vision and functions of the school, including implementing policies and procedures related to curriculum and instruction, the school organization, and student management. Ms. Menendez serves as the school's LEA, coordinates student services, and ensures compliance with IEPs, 504 plans, and Gifted. She oversees textbook distribution and inventory, coordinates professional development with the PLST, and serves as the School Assessment Coordinator. Additionally, Ms. Menendez collaborates with the special areas department and Grades Pre-K through 2 to implement curriculum and instruction. She conducts student and parent conferences related to student progress and behavior. Furthermore, Ms. Menendez oversees matters related to emergency procedures and supports all aspects of MTSS/RtI process, data analysis for the purposes of identifying Tier 2 and Tier 3 students, monitors student progress, and participates in the student assessment and data collection process.
Liliana, Piedra	ELL Compliance Specialist	Ms. Piedra ensures ESOL compliance for all ELL students. She monitors ELL students, collaborates with and supports their teachers to ensure the

Name	Position Title	Job Duties and Responsibilities
		students are receiving the proper services, and assists with all assessments related to ESOL. As part of the PLST team, Ms. Piedra fulfills the role of Lead Mentor and oversees the student internship program at the school. Ms. Piedra also collaborates with the PLST in the implementation of the schoolwide professional learning plan. Ms. Piedra works with the administration in the development and implementation of the School Improvement Process.
Aguero, Andres	Teacher, ESE	Mr. Andres Aguero supports students and teachers in ensuring that students with IEPs receive the appropriate accommodations and services. As the school's ESE coordinator, Mr. Aguero assists teachers in assessing students' abilities to craft plans, adapting learning materials to students' needs, monitors behavioral patterns, and arranges appropriate interventions as needed. He also assists in making data-driven decisions, supports the development and implementation of the MTSS/RtI process, and works with classroom teachers in all aspects of the inclusion program.
Pujol Burns, Tere	Magnet Coordinator	As the school's magnet lead teacher, Ms. Pujol-Burns assists with recruitment, the magnet application process, enrollment, and scheduling process for all magnet students and provides instructional leadership in the design, development and implementation of the school's foreign language magnet curriculum. Ms. Pujol-Burns also oversees the volunteer program at the school.
Portela, Raquel	Instructional Media	As the Media Specialist, Ms. Portela oversees the operation of the school's Media Center and serves as the school's literacy leader. Ms. Portela also manages the Accelerated Reader program for the school and assists teachers with technology-related issues.
Llanes, Patricia	School Counselor	Ms. Llanes serves as the school's guidance counselor, providing students and teachers with behavioral and social-emotional support. As counselor, she provides individual and small group counseling, as needed, and promotes the academic and social-emotional growth of all students. Ms. Llanes implements the Values Matter curriculum and assists the school's LEA with the Gifted process. Finally, Ms. Llanes assists in the implementation of the MTSS/RtI process.
Diaz-Brown, Marlem	Reading Coach	In addition to classroom responsibilities, Ms. Diaz-Brown serves as the school's reading liaison and the Grade 4 chairperson. As reading liaison, she participates in professional development opportunities in the area of reading, collaborates with grade level chairs to determine strategies that will have the greatest impact on student achievement, and provides support and mentors colleagues. Furthermore, Ms. Diaz-Brown supports all aspects of MTSS/RtI process, participates in data analysis for the purposes of identifying Tier 2 and Tier 3 students, monitors student progress, and participates in the student assessment and data collection process.

Name	Position Title	Job Duties and Responsibilities
Hoyo, Cristina	Math Coach	In addition to classroom responsibilities, Ms. Hoyo serves as the school's mathematics liaison. As mathematics liaison, Ms. Hoyo participates in professional development opportunities in the area of mathematics, collaborates with grade level chairs to determine strategies that will have the greatest impact on student achievement, and provides support and mentors colleagues. Furthermore, Ms. Hoyo supports all aspects of MTSS/RtI program, participates in data analysis for the purpose of identifying Tier 2 and Tier 3 students, monitors student progress, and participates in the student assessment and data collection process.
Ramirez, Lissette	Science Coach	In addition to classroom responsibilities, Ms. Ramirez serves as the school's science liaison. As science liaison, Ms. Ramirez participates in professional development opportunities in the area of science, collaborates with grade level chairs to determine strategies that will have the greatest impact on student achievement and provides support and mentors colleagues. Ms. Ramirez also serves as the school's mindfulness practices liaison.
Boullon, Christina	Teacher, K-12	n addition to classroom responsibilities, Ms. Boullon represents Grade 3 teachers and students as the grade level chair. She is also the Gradebook Manager for the school. Ms. Boullon also attended Synergy and collaborated in the development of the 2024 School Improvement Plan.
Diaz, Martha	Teacher, K-12	In addition to classroom responsibilities, Ms. Diaz participates in the Professional Learning Support Team (PLST) as the Instructional Content Liaison. Ms. Diaz also represents Grade 5 teachers and students as the grade level chair. She is also the Women's History Advocate for the school.
Noy, Vivian	Teacher, K-12	In addition to classroom responsibilities, Ms. Noy participates in the school's PLST and plans professional development for the school based on the school's needs assessment survey and School Improvement Process.
Horak de Mur, Karen	Teacher, K-12	In addition to classroom responsibilities, Ms. Mur participates in the PLST team as the Instructional Technology Innovator, and she is the Intervention Liaison for the school.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Process (SIP) begins with looking at student achievement data and student and staff School Climate data for the previous two years (2021-2022 and 2022-2023). The principal meets with members of the leadership team to analyze the data and trends. The observations are used

to identify areas for improvement and appropriate strategies/interventions. The SIP is shared with the faculty and staff and the EESAC committee (which includes parent and community representatives) at the opening of the school year and feedback is gathered. Using the staff and EESAC feedback, the first phase of the SIP is concluded. Throughout the school year, the staff completes reflections on the ongoing process and contributes to the continued development of other phases of the SIP.

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))

Strategies and interventions established in the SIP are implemented with fidelity throughout the school year. The administration regularly meets with the staff and EESAC representatives to review the SIP and identify strategies/interventions that are working or not working. Student data and parent and staff surveys are also used to determine the effectiveness of the strategies. The action plans are modified and revised accordingly, based on the reviews of the SIP.

Demographic Data

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	No
2022-23 Minority Rate	76%
2022-23 Economically Disadvantaged (FRL) Rate	18%
Charter School	No
RAISE School	No
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: A 2019-20: A 2018-19: A 2017-18: A
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	11	6	2	5	4	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	0	0	1	5	0	0	0	7
Course failure in Math	0	0	0	0	1	6	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	2	4	5	0	0	0	11
Level 1 on statewide Math assessment	0	0	0	1	4	6	0	0	0	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	1	6	4	8	0	0	0	20

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	1	0	2	1	7	0	0	0	11

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	1	0	2	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	0	1	5	0	0	0	8
Course failure in Math	0	0	0	0	1	6	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	2	4	5	0	0	0	11
Level 1 on statewide Math assessment	0	0	0	1	4	6	0	0	0	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	1	6	4	8	0	0	0	20

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	1	0	2	1	7	0	0	0	11

The number of students identified retained:

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

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	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	0	1	5	0	0	0	8
Course failure in Math	0	0	0	0	1	6	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	2	4	5	0	0	0	11
Level 1 on statewide Math assessment	0	0	0	1	4	6	0	0	0	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	1	6	4	8	0	0	0	20

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	1	0	2	1	7	0	0	0	11

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

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*	94			94			95		
ELA Learning Gains	86			78			84		
ELA Lowest 25th Percentile	85			80			90		
Math Achievement*	90			86			95		
Math Learning Gains	86			67			80		
Math Lowest 25th Percentile	86			63			85		
Science Achievement*	92			82			88		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	79			67			88		

* 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	87
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	698
Total Components for the Federal Index	8
Percent Tested	99
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	63			
ELL	80			
AMI				
ASN	93			
BLK	74			
HSP	89			
MUL	88			
PAC				
WHT	85			
FRL	84			

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	94	86	85	90	86	86	92					79
SWD	67	69	64	50	69	60						
ELL	88	87	87	74	82	76	69					79
AMI												
ASN	100	82		100	90							
BLK	75			73								
HSP	94	87	89	90	86	92	90					80
MUL	88			88								
PAC												
WHT	96	88	81	91	83	58	95					
FRL	88	82	77	82	87	93	80					

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	94	78	80	86	67	63	82					67
SWD	36			36								
ELL	90	82		76	68		96					67
AMI												
ASN	100			93								
BLK	80			57								
HSP	95	77	79	85	70	66	88					64
MUL	100			80								
PAC												
WHT	92	81	90	90	63		74					69
FRL	87	90	100	70	50		85					58

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	95	84	90	95	80	85	88					88
SWD	64			45								
ELL	91	84	96	93	81	93	83					88
AMI												
ASN	85			92								
BLK	87	77		83	79							
HSP	96	84	93	96	82	87	90					85
MUL	94	90		100	91							
PAC												
WHT	95	83	86	96	73	83	86					92
FRL	94	86	91	93	72	88	77					

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.

Based on the Spring 2023 ELA FAST data (PM3), the component that showed the lowest performance was the L25 with 84.5% proficiency. The L25 in this school includes proficient students in achievement levels 3 and 4. This was only a .5 percentage drop from 2022 and a 4.5 percentage increase from 2021. Factors such as a new testing platform and limited training in a new intervention program contributed to the slight drop. School leadership will focus on data-driven instruction and differentiated instruction to improve the performance of the L25 in ELA.

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

Based on the Spring 2023 Science Statewide Assessment data, the component that showed the greatest decline from 2022 was Science with 87% proficiency level, a five point drop from 92% in 2022. Although a decline, this was an improvement from 77% proficiency in 2021. The factors that contributed to the decline were an emphasis on ELA and Math and a lack of collaboration among fifth grade science teachers. School leadership will focus on providing common planning time and opportunities for data analysis and collaboration to improve the performance on the Science Statewide Assessment.

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.

There were no gaps compared to the state average. The school scored well above state averages in all categories.

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

Based on the Spring 2023 Math FAST data (PM3), the component that showed the most improvement was Math with 91% proficiency, an improvement of one percentage point from 90% in 2022.This was a slight improvement from the previous year, but an eight percentage point improvement from 83% in 2021. The school has been focused on improving Math performance for the past two years with success. The third grade Accelerated Math class, a focus on data analysis, and targeted intervention were contributing factors that impacted the improvement.

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

An area of potential concern is the number of students with a substantial reading deficiency which for 2022-2023 totaled 20 students. For the 2023-2024 school year, students with a substantial reading deficiency will be identified and closely monitored. Those students will receive intensive reading intervention, teachers will communicate with parents, and an initial SST meeting will be initiated if necessary.

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

Highest priorities for the 2023-2024 school year include: 1) A focus on data-driven instruction and differentiated instruction; teachers will analyze ongoing data and will use the data to plan for targeted

instruction that addresses students' individual needs through differentiated and small group instruction. 2) A focus on teacher collaboration; teachers will be provided with common planning time and guidance in data analysis for the purposes of planning and exchanging ideas that contribute to effective teaching strategies. 3) A focus on relevant professional development; the leadership team will provide relevant professional development that will expand on teachers' knowledge and skills and effective resources and strategies that can be used in the classroom. 4) A focus on effective tutoring, intervention, and enrichment; the leadership team will establish an intervention schedule and plan along with a tutoring program with a community partner. The intervention program will include collaboration with resource teachers such as ESE and ESOL. Enrichment activities that enhance ELA performance will be established at the school. 5) A focus on streamlining student services; the leadership team will develop strategies to make school counselors more available to students and streamline the student referral and student services processes to ensure students receive the accommodations they require.

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 ELA

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

According to the 2023 FAST PM3 data, 91% of students in Grades 3-5 were proficient in ELA as compared to 94% in the 2022 ELA FSA. This is a 3 percentage point drop from the previous year. The area of focus was selected based on the data and contributing factors including the new BEST standards and the new online testing platform.

The area of focus was identified as a crucial need since we want to optimize the percentage of students scoring at a proficiency level in ELA. ELA skills impact all other subjects. To ensure improvement in ELA proficiency, teachers will receive training in data analysis to drive and differentiate instruction. Teachers will progress monitor students and adjust their instruction and intervention accordingly. One-on-one tutoring provided by a education students from the University of Miami will further contribute to schoolwide improvement. Schoolwide enrichment activities that enhance ELA student learning will also be implemented.

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

If we successfully implement differentiated instruction, guided by student data, the percent of students in Grades 3-5 scoring at a proficient level in ELA will increase by 3 percentage points to 94% as determined by the 2024 ELA FAST PM3 data.

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

The area of focus will be monitored through administrative walkthroughs and progress monitoring. The PLST team will work with administration to implement a professional development plan for the school that includes best practices in analyzing data to differentiate instruction. The administration will work with faculty to develop, implement, and monitor a tutoring and intervention program.

Person responsible for monitoring outcome:

Ana Alvarez-Arimon (anaalvarez-arimon@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.)

The Area of Focus will be addressed through differentiated instruction (DI). There was a 3 percentage point drop in ELA from 94% in 2022 to 91% in 2023. If teachers address individual student needs through differentiated instruction, based on the students' learning styles, mastered content, and areas of deficiency, using a variety of instructional resources, strategies, and assessments that individually meet the students' needs, the percent of students scoring at a proficient level in Grades 3-5 in 2024 will increase by 3 percentage points.

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

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

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.

08/14/23 - 09/29/23: The PLST will develop and deliver a professional development session that addresses the use of data to differentiate instruction. As a result, teachers will effectively implement differentiated instruction strategies in their classrooms and during intervention.

Person Responsible: Ana Alvarez-Arimon (anaalvarez-arimon@dadeschools.net)

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

08/14/23 - 09/29/23: Teachers will use data reports to identify individual student needs based on Spring 2023 ELA FAST PM3 data and 2023 ELA FAST PM1 and i-Ready data. As a result, teachers will effectively use data to target instruction in their classrooms and during intervention and tailor instruction to meet students' individual needs.

Person Responsible: Ana Alvarez-Arimon (anaalvarez-arimon@dadeschools.net)

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

08/14/23 - 09/29/23: Teachers will use data to differentiate instruction. Teachers will address student needs through targeted small group instruction and intervention. As a result, student performance will improve.

Person Responsible: Ana Alvarez-Arimon (anaalvarez-arimon@dadeschools.net)

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

#2. Instructional Practice specifically relating to Differentiation

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

According to the 2023 FAST PM3 data, 84.5% of L25 students in Grades 3-5 were proficient in ELA as compared to 91% of the total Grades 3-5 student population. The area of focus was selected based on the data and contributing factors including the new BEST standards and the new online testing platform.

The area of focus was identified as a crucial need since we want to optimize the percentage of students scoring at a proficiency level in ELA. ELA skills impact all other subjects. The majority of the L25 students at the school are in Achievement Levels 3 and 4. Targeting the L25 would also impact overall proficiency in ELA. To ensure improvement in ELA proficiency in this subgroup, teachers will receive training in data analysis to drive and differentiated instruction. Teachers will progress monitor students and adjust their instruction and intervention accordingly. One-on-one tutoring provided by education students from the University of Miami will further contribute to schoolwide improvement. Schoolwide enrichment activities that enhance ELA student learning will also be implemented.

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

If we successfully implement data-driven instruction and differentiated instruction, the percent of L25 students in Grades 3-5 scoring at a proficient level in ELA will increase by 3 percentage points to 87.5% as determined by the 2024 ELA FAST PM3 data.

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

The area of focus will be monitored through administrative walkthroughs and progress monitoring. The PLST team will work with administration to implement a professional development plan for the school that includes best practices in analyzing data to differentiate instruction. The administration will work with faculty to develop, implement, and monitor a tutoring and intervention program.

Person responsible for monitoring outcome:

Ana Alvarez-Arimon (anaalvarez-arimon@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.)

The Area of Focus will be addressed through Differentiated Instruction (DI) and Data-Driven Instruction. There is a 6.5 percentage point gap in ELA between Grades 3-5 L25 students and overall Grades 3-5 students. To address this gap, differentiated instruction and data-driven instruction will be implemented. Teachers will use data to inform planning and instruction with the L25 students and will provide the students with different avenues to learning that address students' individual needs so that they can learn effectively.

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

Differentiated Instruction (DI) is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students. 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 to inform teachers on specific standards to target during instruction throughout the year, based on data 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?

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.

08/14/23 - 09/29/23: Teachers will use data reports to identify individual student needs based on Spring 2023 ELA FAST PM3 data and 2023 ELA FAST PM1 and i-Ready data. As a result, teachers will effectively use data to target instruction in their classrooms and during intervention and tailor instruction to meet students' individual needs.

Person Responsible: Ana Alvarez-Arimon (anaalvarez-arimon@dadeschools.net)

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

08/14/23 - 09/29/23: Teachers will include specific differentiated instruction groups and activities in the lesson plans based on ongoing student data. Tools and strategies for small group differentiated instruction were shared during the first professional development. As a result, teachers will address students' individual needs on a daily basis through small group instruction.

Person Responsible: Ana Alvarez-Arimon (anaalvarez-arimon@dadeschools.net)

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

08/14/23 -09/29/23: Many of the SWD and ESOL students fall within the L25 population; therefore, the ESE teacher and ESOL teacher will use ongoing student data to address students' individual needs. As a result, SWD and ESOL students will receive targeted instruction.

Person Responsible: Ana Alvarez-Arimon (anaalvarez-arimon@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.

According to the 2023 Science Statewide Assessment data, 87% of students in Grades 5 were proficient in Science as compared to 92% in the 2022 Science Statewide Assessment. This is a 5 percentage point drop from the previous year. The area of focus was selected based on the data and contributing factors including an emphasis on ELA and Math and less collaboration among Grade 5 science teachers.

The area of focus was identified as a crucial need since we want to optimize the percentage of students scoring at a proficiency level in Science. To ensure improvement in Science proficiency, teachers will meet and establish routines for collaborative data chats, use data to guide instruction, and follow the pacing guide with fidelity to ensure all standards are taught in a timely fashion.

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

If we successfully implement collaborative data chats and data-driven instruction, the percent of students in Grade 5 scoring at a proficient level in Science will increase by 3 percentage points to 90% as determined by the 2024 Science Statewide Assessments.

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

The area of focus will be monitored through administrative walkthroughs and progress monitoring. The PLST team will work with administration to implement a professional development plan for the school that includes best practices in analyzing data to differentiate instruction. Grade 5 teachers will meet routinely for collaborative data chats attended by administration.

Person responsible for monitoring outcome:

Ana Alvarez-Arimon (anaalvarez-arimon@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.)

The area of focus will be addressed through Collaborative Data Chats. There was a 5 percentage point drop in Grade 5 Science proficiency from 92% in 2022 to 87% in 2023. If collaborative data chats, and consequently, data-driven planning and instruction, are implemented, student science data will be used to drive future instruction. Teachers will strategize during collaborative data chats to remediate and/or enrich students in the assessed standards.

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

During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in RtI or who are identified as fragile are also discussed. This ensures they are receiving the proper support, Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

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.

08/14/23 - 09/29/23: Grade 5 Science teachers will use Baseline Science Assessment data reports to determine students' mastery of science standards and identify individual student needs. As a result, teachers will effectively use data to tailor instruction based on students' individual needs.

Person Responsible: Ana Alvarez-Arimon (anaalvarez-arimon@dadeschools.net)

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

08/14/23 - 09/29/23: Grade 5 Science teachers will meet routinely as a team and with administration to review data reports of the Baseline Science Assessment and ongoing progress monitoring through the Topic Assessments. Science Topic Assessments will be used in every grade level to monitor student progress in Science. During the collaborative data chats, teachers will discuss strategies that have been effective and plan for future activities and strategies based on the data. The collaborative data chats will allow for an exchange of ideas. As a result, teachers will teach the science standards more effectively and address students' individual needs.

Person Responsible: Ana Alvarez-Arimon (anaalvarez-arimon@dadeschools.net)

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

08/14/23 - 09/29/23: During Collaborative Data Chats and planning sessions, teachers will plan for instruction using the Science Pacing Guide. Fidelity to the pacing guide is crucial in ensuring all standards are taught in a timely fashion. As a result, students will be exposed to the science standards as scheduled by the pacing guide and mastery will be assessed adequately through the topic assessments.

Person Responsible: Ana Alvarez-Arimon (anaalvarez-arimon@dadeschools.net)

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

#4. 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.

According to the 2023 School Climate Survey, feedback from students indicated that 60% of students agreed that their school counselor helped them with school and personal problems. This means that 40% of students may not have had enough exposure to the school counselors. This data indicates a need to find more opportunities to expose students to their school counselors in effective and meaningful ways. The area of focus was selected based on the data of the School Climate Survey and contributing factors such as the need to support students' social emotional growth.

The area of focus was identified as a crucial area because it is recognized that students' Social Emotional Learning (SEL) is as important as academic learning. The school wants to ensure the students' SEL needs are met in order to also maximize academic growth. To ensure an improvement in students' perception of the assistance they get from the school counselors, student services processes will be streamlined and school counselors will establish routine visits to the classrooms to teach Values Matter lessons and establish other strategies that promote social emotional health.

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

If we successfully implement the evidenced-based interventions of collective efficacy, character education/ values matter, and effective use of school and district support personnel, the percentage of students who express that the school counselors help them with school and personal problems will increase by 5 percentage points to 65% as evidenced by the results of the 2024 School Climate Survey.

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

Administration will be involved in the streamlining of the student referral and student services processes and ensure the effective use of school and district support personnel. Administration will conduct walkthroughs to monitor counselor classroom lessons.

Person responsible for monitoring outcome:

Ana Alvarez-Arimon (anaalvarez-arimon@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.)

The evidence-based interventions are Collective Efficacy and Effective Use of School and District Support Personnel. 60% of students indicated on the School Climate Survey that the school counselors helped them with school and personal problems which means that 40% or students may not have had sufficient exposure to the counselors. Students' social and emotional well-being is a priority. Through Collective Efficacy and the Effective Use of School and District Support Personnel, the staff will come together to ensure the guidance counselors' responsibilities are streamlined such that they can provide additional support to students through classroom visitations, small groups, and individual counseling.

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

Collective Efficacy can be seen as a staff's shared belief that through their collective action, they can positively influence student outcomes and achievement. In fact, research indicates that collective efficacy is the number one factor influencing student achievement. Effective Use of School and District Support Personnel ensures that support personnel are available and accessible for students ad families including a

clearly defined process for enlisting their help. Guidance counselors, CAP Advisors, Community Involvement Specialists, School Psychologists, Staffing Specialists, etc. have a clear understanding of the role they play in the school's success.

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.

08/14/23 - 09/29/23: Administration will meet with the student services team to establish referral protocols and streamline the student referral and student services processes. The processes will be shared with all staff. As a result, school counselors will have better defined roles and responsibilities and the load of the student services process will be more evenly distributed.

Person Responsible: Ana Alvarez-Arimon (anaalvarez-arimon@dadeschools.net)

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

08/14/23 - 09/29/23: The school counselors will develop and implement a calendar of classroom visitations to introduce themselves to all students. The counselors will also make appearances during the morning announcements and will be visible during arrival, dismissal, and lunch times. As a result, students will become more familiar with the school counselors.

Person Responsible: Ana Alvarez-Arimon (anaalvarez-arimon@dadeschools.net)

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

08/14/23 - 09/29/23: The school counselors will develop and implement a calendar of Values Matter lessons for every classroom. As a result, students will become familiar with the counselors while also being exposed to the Values Matter curriculum.

Person Responsible: Ana Alvarez-Arimon (anaalvarez-arimon@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

N/A

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

N/A

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

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

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

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

  ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

  ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

  ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

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

  ◦ Do the evidence-based practices/programs address the identified need?

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

N/A

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

  ◦ Literacy Leadership

  ◦ Literacy Coaching

  ◦ Assessment

  ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Title I Requirements

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

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

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))

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))

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))

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))

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))

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).

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))

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))

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: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	$0.00
4	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