Agenoria S Paschal/Olinda Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Agenoria S Paschal/Olinda Elementary School

5536 NW 21ST AVE, Miami, FL 33142

http://olinda.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Agenoria S. Paschal/Olinda Elementary School's mission is to provide a multifaceted educational environment to all stakeholders through the delivery of data driven curriculum. Programs are designed to develop family literacy, lifelong learning and cultural sensitivity to enhance the educational progress of the school's community and its children. Professional and self-development opportunities will promote teacher proficiency. The authentic involvement of all members of the Educational Excellence School Advisory Council (EESAC) will ensure that all stakeholders are represented in the planning and implementation of the School Improvement Plan. This coordinated effort is intended to raise the expectations of student achievement, teacher performance, and community involvement.

Provide the school's vision statement.

We at Agenoria S. Paschal/Olinda Elementary School believe that all students can and will learn. We believe that all students will reach their highest potential through the integration of curriculum, high expectations and family literacy. This belief is founded upon the fact that Agenoria S. Paschal/Olinda Elementary School has created a positive, peaceful and nurturing learning environment. This environment is not only conducive to high student performance, but also attracts and empowers the efforts of all stakeholders, including staff, parents and other community members.

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
Scott, Cisely	Principal	The principal is the school-wide instructional leader.
	Assistant Principal	My job responsibilities include but are not limited to the following: Supervise instructional staff members, support personnel and students daily, alongside the Principal; Meet with instructional coaches to discuss and implement the latest strategies to benefit student achievement as Curriculum Chair.
Holness-Joseph, Tamoya	Instructional Coach	The Instructional Coach provides support to teachers in the development of rigorous standards-based lessons. Coaches also utilizes the coaches model with the implementation of evidence based instructional strategies to improve students academic success.
King-Mapps, Marthenia	Reading Coach	The Instructional Coach provides support to teachers in the development of rigorous standards-based lessons. Coaches also utilizes the coaches model with the implementation of evidence based instructional strategies to improve students academic success.
JONES, ASHLEE	Math Coach	The Instructional Coach provides support to teachers in the development of rigorous standards-based lessons. Coaches also utilizes the coaches model with the implementation of evidence based instructional strategies to improve students academic success.
Sanabria, Adriana	School Counselor	The Guidance Counselor designs and implements school counseling programs that include student outcomes.
Wright, Vilena	Behavior Specialist	The Behavioral Modification Teacher (BMT) develops and implements plans to address behavioral issues. The BMT provides on-site procedural and curricular assistance to all school based personnel with regards to the education of students with disabilities.
Smith, Regina	Teacher, ESE	The primary goal of the ESE department chairperson is to provide leadership in the development of quality instruction for students in the ESE program. The ESE department chairperson will assist teachers with strategies which facilitate improved student achievement as well as coordinate ASD/ESE meetings, complete BPIE, monthly monitoring and coordination of IEP meetings, professional development, and ESE data disaggregation and monitoring.

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 leadership team meets with the faculty during a faculty meeting to discuss the SIP. Administration discusses the SIP with community shareholders and parents during the EESAC meeting throughout the school year to learn about their concerns and revise the SIP to address their concerns.

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

The SIP is monitored quarterly to ensure that goals are being met. Administration will collect data through classroom walkthroughs and student progress monitoring. Instructional coaches meet weekly with grade levels through collaborative planning. The school counselor and ESE chair meet with parents to gather parental and community feedback. The school leadership team meet weekly to debrief. The data provided will be used to make adjustments to the SIP as necessary.

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	Yes
2022-23 Minority Rate	98%
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)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: I
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	12	20	11	15	17	9	0	0	0	84
One or more suspensions	1	0	0	4	4	5	0	0	0	14
Course failure in English Language Arts (ELA)	0	8	10	15	3	7	0	0	0	43
Course failure in Math	0	4	6	0	5	5	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	26	16	17	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	20	24	27	0	0	0	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	24	26	38	35	26	0	0	0	160

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	1	7	5	30	23	20	0	0	0	86

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	14	0	0	0	0	0	14
Students retained two or more times	0	0	0	4	0	0	0	0	0	4

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	27	16	17	22	14	0	0	0	96
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	7	4	1	6	0	0	0	19
Course failure in Math	0	1	2	5	5	8	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	12	11	16	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	11	15	19	0	0	0	45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	12	35	13	22	0	0	0	83

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	2	4	14	17	20	0	0	0	57

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	1	12	0	1	0	0	0	17
Students retained two or more times	0	0	1	2	1	0	0	0	0	4

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	12	20	11	15	17	9	0	0	0	84
One or more suspensions	1	0	0	4	4	5	0	0	0	14
Course failure in ELA	0	8	10	15	3	7	0	0	0	43
Course failure in Math	0	4	6	0	5	5	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	26	16	17	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	20	24	27	0	0	0	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	24	26	38	35	26	0	0	0	160

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	1	7	5	30	23	20	0	0	0	86

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	14	0	0	0	0	0	14
Students retained two or more times	0	0	0	4	0	0	0	0	0	4

II. Needs Assessment/Data Review

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	44	62	56	41	62	57
ELA Learning Gains	55	69	61	48	62	58
ELA Lowest 25th Percentile	61	60	52	55	58	53
Math Achievement*	39	64	60	50	69	63
Math Learning Gains	61	71	64	62	66	62
Math Lowest 25th Percentile	55	66	55	63	55	51
Science Achievement*	30	53	51	33	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	69			53		

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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	414
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	51			
ELL	50			
AMI				
ASN				
BLK	49			
HSP	58			
MUL				
PAC				
WHT				
FRL	51			

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	44	55	61	39	61	55	30					69
SWD	41	63	60	42	64		38					
ELL	44			38								69
AMI												
ASN												
BLK	43	54	63	38	60	53	32					
HSP	48	58		48	67							69
MUL												
PAC												
WHT												
FRL	43	56	61	39	60	53	28					69

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	36	31		33	32		26					47
SWD	42	45		42	50							
ELL												47
AMI												
ASN												
BLK	35	32		34	36		35					
HSP	37	30		28								47
MUL												
PAC												
WHT												
FRL	35	32		32	31		23					47

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	41	48	55	50	62	63	33					53
SWD	27	30	36	36	50		29					
ELL	41	36		65								53
AMI												
ASN												
BLK	44	51	63	50	65	71	30					
HSP	38	39		58	60		50					53
MUL												
PAC												
WHT												
FRL	42	50	57	49	62	63	33					50

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	56%	-27%	54%	-25%
04	2023 - Spring	33%	58%	-25%	58%	-25%
03	2023 - Spring	30%	52%	-22%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	36%	63%	-27%	59%	-23%
04	2023 - Spring	30%	64%	-34%	61%	-31%
05	2023 - Spring	22%	58%	-36%	55%	-33%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	17%	50%	-33%	51%	-34%

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.

According to the 2022-2023 Grade 5 Statewide Science Assessment (SSA), our proficiency was 17% as compared to the state average of 51% and district average of 50%. Only 7 out of our 38 5th graders demonstrated a level 3 or higher on the assessment. Some contributing factors included but are not limited to proficient students' regressing on the Mid-Year Science assessment, students' inability to respond to higher order thinking questions, and instructor's inability to unpack the standards for our students to retain the information.

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

After review of the 2023 statewide science assessment, there was a decrease of 6 percentage points in proficiency from the 2022 SSA (30%) to 2023 SSA (24%). The factors that contributed to the decline was the instructor's inability to unpack the standards which led to poor instructional delivery. As a result, the students were unable to dissect those critical thinking questions.

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.

When comparing all grade levels with the state assessment, our 5th grade performance had the largest achievement gap. On the 2023 FAST PM3 Reading, the 5th grade state average is 54% and our school's average is 29%. This is a difference of 25 percentage points. On the 2023 FAST PM3 Math, the 5th grade state average is 55% and our school's average is 22%. This is a difference of 33 percentage points. On the 2023 SSA, the state average is 51% and our school's average is at 17%. This is a difference of 34 percentage points. Factors that contributed to these results were the reading teacher was out for an extended period of time at the start of the year and more emphasis was placed on writing instruction over reading instruction. The math and science teacher demonstrated some language barriers that impacted the instructional delivery during tier 1 instruction. Proficient 5th grade students showed regression on the mid-year assessments in both math and science. Collaborative planning sessions in Math and Science were inconsistent with the instructor.

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

Our 3rd grade math data demonstrated the most improvement when comparing the 2022 FSA Math 3rd grade proficiency (25%) to 2023 FAST PM3 3rd grade Math proficiency (36%). This is an increase of 11 percentage points. Some actions that contributed to this improvement were a change in instructional coach, consistent collaborative planning, a focus on instructional delivery, and an increase in modeling of tier 1 instruction.

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

Reflecting on the EWS data from Part I, students' attendance is a concern. Our percentage of students with 16 or more absences is at 16%. This is over the district's average of 11%. There needs to be a focus on improving students' attendance. Another area of concern is our rising 3rd graders. They are at only 42% proficiency. This cohort has a growing ESOL population. In addition, there is a group of non-readers who are failing in the area of English Language Arts.

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

Our highest priority is our rising 3rd grade students. This year with 3rd grade becoming a data component in the school grading system, it is imperative that we focus on improving our students' reading proficiency. Additionally, we will need to refocus on our 5th grade science. Our science proficiency has been below 25% proficiency on the SSA for two years in a row. We want to change this trend.

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 2022-2023 FAST PM3 data, 42% of our rising third graders are proficient in ELA as compared to the state average of 50. Based on the data and contributing factors of : attendance, a growing number of ESOL students , and the student population already performing 2 or more grade levels below proficiency in ELA, we will create and implement the ELA instructional framework.

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

With the implementation of ELA instructional framework, 50 percent of our 3rd grade students will become proficient on the FAST PM3 ELA administration by June 2024. This is an increase of 8 percentage points.

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

The desired outcome will be monitored during weekly administrative walkthroughs. Administrative walkthroughs will focus on tier 1 instruction and student engagement. Administration will provide feedback to teachers to improve instructional delivery and increase student achievement. Instructional coaches will model tier 1 instruction in the classroom of teachers that need additional support.

Person responsible for monitoring outcome:

Tamoya Holness-Joseph (312628@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 intervention being used is establishing and implementing instructional framework. Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: an opening routine, whole group, small group, and closing activity that promotes bell-to-bell instruction.

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

Establishing and Implementing Instructional Frameworks is a planning tool teachers will use to deliver instruction in purposeful blocks of time. This technique will allow teachers to monitor students understanding of benchmarks throughout the 90 minute reading block. This will increase our students' mastery of benchmark and will increase student achievement.

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.

From August 14th to September 29th, the leadership team will identify students who meet the requirements for IA classes. Classes will be designed with a framework that is inclusive of 60 minutes of phonics/vocabulary instruction, and 60 minutes of reading comprehension.

Person Responsible: Marthenia King-Mapps (mmapps@dadeschools.net)

By When: This action step will be met by September 29th.

From August 14th to September 29th, the instructional coaches will provide a professional development that will model the framework that will be utilized in the IA classes. The PD will focus on explicit instructional delivery of ELA instruction using the BEST standards. As a result, teachers will meet bridge the learning gaps based on the needs of students.

Person Responsible: Tamoya Holness-Joseph (312628@dadeschools.net)

By When: This action step will be met by September 29th.

From August 14th to September 29th, administration will conduct weekly walkthroughs to monitor the utilization of the framework. Teachers will meet with instruction coaches weekly to plan lessons aligned to the framework. Administration and instructional coaches will provide feedback to teachers concerning the effectiveness of the framework.

Person Responsible: Tamoya Holness-Joseph (312628@dadeschools.net)

By When: This action step will be met by September 29th.

From October 16th - January 19, the administration team will conduct walkthroughs to review is evidence of DEP's that are dissected and checked, Administration and instructional coaches will provide feedback to teachers concerning the students' responses to the 3rd grade DEPs.

Person Responsible: Maria Paul (marialpaul@dadeschools.net)

By When: This action step will be met by January 19th.

From October 16th - January 19, the administration team will conduct walkthroughs to review student artifacts of mastery in the 3rd grade RWCs (Respond to Reading). Administration and instructional coaches will provide feedback to teachers concerning students' feedback in the RWCs (Respond to Reading).

Person Responsible: Maria Paul (marialpaul@dadeschools.net)

By When: This action step will be met by January 19th.

From February 1st through May 24th, CSS will support Instructional Coach with 3rd grade by pushing in during the PM section (pulling groups and coteaching).

Person Responsible: Tamoya Holness-Joseph (312628@dadeschools.net)

By When: This action step will be met by March 4th.

From February 1st through May 24th, the primary reading coach will revisit the ETO flowchart /framework to determine resources to meet the needs of students, specifically in 1st grade and 2nd grade.

Person Responsible: Marthenia King-Mapps (mmapps@dadeschools.net)

By When: This action step will be met by March 15th.

#2. 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 2022-2023 Grade 5 Statewide Science Assessment (SSA), our proficiency was 17% as compared to the state average of 51% and district average of 50%. Only 7 out of our 38 5th graders demonstrated a level 3 or higher on the assessment. Some contributing factors included but are not limited to proficient students' regressing on the Mid-Year Science assessment, students' inability to respond to higher order thinking questions, and instructor's inability to unpack the standards for our students to retain the information. Based on the data and the identified contributed factors, we will implement effective questioning/response techniques for the targeted element.

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

With the implementation of effective questioning response techniques, 30% of our fifth grade students will score at grade level or above in the 2023-2024 SSA by June 2024. This is an increase on 13 percentage points.

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

The administrators will conduct weekly walkthroughs to observe the delivery of Tier 1 instruction to ensure that effecting questioning techniques are aligned to the science content. Administrators will review lesson plans for indication of higher order thinking questions that will increase student achievement.

Person responsible for monitoring outcome:

Cisely Scott (pr4071@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.)

Within the targeted element of science, our school will focus on the Evidence-based intervention of Effective Questioning and Response Techniques. Effective Questioning and Response Techniques are an important part of classroom instruction which is used to develop higher-order thinking skills, promote critical thinking, and/or gauge whether students understand what is being taught (formative assessment).

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

Effective Questioning and Response Technique provides students with opportunities to practice making sense of informational text and real world scenarios in the field of science. It will enable students to think critically, respond to higher order thinking questions and complete tasks independently. This will improve our students' mastery of science 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.

From August 14th to September 29th, teacher will participate in weekly collaborative planning sessions to develop higher order thinking questions aligned to the science content. As a result, students will have the ability to dissect complex questioning.

Person Responsible: Cisely Scott (pr4071@dadeschools.net)

By When: By September 29th, teachers will develop lesson plans consisting of complex questioning that are appropriate for student success.

From August 14th to September 29th, the leadership team will provide professional development for teachers on effective questioning techniques aligned to the science content. As a result, teachers will provide more rigorous questioning types during Tier 1 instruction that will promote student success.

Person Responsible: Regina Smith (mychellesmith@dadeschools.net)

By When: By September 29th, teachers will implement complex questioning techniques during Tier 1 instruction.

From August 14th to September 29th, administration will conduct weekly walkthroughs to review instructional delivery during 5th grade science whole group instruction. Administration will provide constructive feedback to science teachers on their students effectiveness on dissecting higher order thinking questions.

Person Responsible: Cisely Scott (pr4071@dadeschools.net)

By When: This task is ongoing but will be established by September 29th,.

From October 16 through January 19th, K-4 science teachers will utilize their allotted science schedule to deliver science instruction consistency.

Person Responsible: Maria Paul (marialpaul@dadeschools.net)

By When: This task is ongoing but will be established by January 19th.

From October 16th through January 19th, administration will conduct weekly walkthroughs to review instructional delivery during 5th grade science whole group instruction. Administration will provide constructive feedback to science teachers on their students effectiveness on dissecting higher order thinking questions.

Person Responsible: Maria Paul (marialpaul@dadeschools.net)

By When: This task is ongoing but will be established by January 19th.

From February 1st through May 24th, the ESE chair and Science CSS will continue to provide push-in support with 5th grade to assist with student engagement and implementation of Gradual Release Model.

Person Responsible: Regina Smith (mychellesmith@dadeschools.net)

By When: This action step will be completed by March 4th.

From February 1st through May 24th, the AP and Science CSS will provide a professional development to primary teachers on how to implement reading strategies for dissecting texts and questions in science.

Person Responsible: Maria Paul (marialpaul@dadeschools.net)

By When: This action will be completed by April 15, 2024.

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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

According to the 2022-2023 School climate survey, 53% of our staff disagreed with the statement " I feel my ideas are listened to and considered." Some of the contributing factors include but are not limited to teacher biases and a lack of empowerment. If teachers do not feel that they are a part of the school culture then this may contribute to a decrease in staff retention rate. Based on this we will implement the Targeted Element of Teacher Retention and Recruitment with a focus on Empowering Teachers and Staff.

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

On the 2024 School Climate Survey, 70% of our teachers will agree or strongly agree with the following statement, " I feel my ideas are listened to and considered." Teachers will feel more empowered to share their ideas and best practices with administration during faculty meetings and professional learning communities (PLC). This will increase our school's teacher retention rate.

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

The leadership team will conduct monthly PLC's and quarterly coffee talks to ensure teachers are able to share ideas and best practices with members of the leadership team.

Person responsible for monitoring outcome:

Cisely Scott (pr4071@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.)

Within the Targeted Element of Culture and Environment, we will focus on the evidence-based strategy of: Empower Teachers and Staff. Empower Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

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

The use of Empowering Teachers and Staff will provide opportunities for teachers to have a say on decisions involving the school. This is a direct way that their voices can be heard and actions taken immediately. Teachers will feel a part of the school culture. This will increase our teacher retention rate.

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.

From August 14th to September 29th, teachers will attend Coffee Talks with the Principal to share their ideas for increasing student and staff culture.

Person Responsible: Cisely Scott (pr4071@dadeschools.net)

By When: By September 29th, administration will consider and implement ideas presented at the Coffee Talk.

From August 14th to September 29th, teachers will attend Professional Learning Communities (PLC) with the instructional coaches to share their ideas for improving student and staff culture.

Person Responsible: Tamoya Holness-Joseph (312628@dadeschools.net)

By When: By September 29th, the instructional coaches will have implemented an idea presented during the PLC's.

From August 14th to September 29th, the leadership team will plan team building activities with staff to encourage teacher retention.

Person Responsible: Adriana Sanabria (adrianasanabria@dadeschools.net)

By When: By September 29th, one team building activity will have been created.

From October 16 through January 19th, a staff member will have presented on a topic to the staff during a faculty meeting.

Person Responsible: Marthenia King-Mapps (mmapps@dadeschools.net)

By When: This task will have been completed by January 19th.

From October 16 through January 19th, a staff member will have assisted administration in interviewing a potential candidate for an open position.

Person Responsible: Cisely Scott (pr4071@dadeschools.net)

By When: This task will have been completed by January 19th.

From February 1st through May 24th, teachers will present a best practice during professional learning opportunities.

Person Responsible: Maria Paul (marialpaul@dadeschools.net)

By When: This action will be completed by April 30th.

From February 1st through May 24th, staff members will assist administration in recruiting potential candidates for an open position in the 2024-2025 school year.

Person Responsible: Cisely Scott (pr4071@dadeschools.net)

By When: This action step will be completed by May 24th.

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

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

According to the data points from the 2023 Attendance and Early Warning Indicators (EWI) report on PowerBi, 11% of our student body had 31 absences or higher. The district has a similar rate of 11% of students having 31 absences or more. There is a negative correlation between students absences and student achievement. Based on this data, we will implement attendance initiatives.

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

Our goal is to decrease the percentage of students having 31 absences or more by 3 percentage points. It would decrease our school's attendance goal to 8% of students with 31 or more absences by June 2024.

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

Attendance will be monitored on a daily basis. Our Attendance Review Committee (ARC) will meet biweekly to address truant students. An ARC plan will be implemented to contact parents/guardians with absences over 3 days.

Person responsible for monitoring outcome:

Adriana Sanabria (adrianasanabria@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.)

Within the targeted element of Early Warning Indicators, our school will focus on the evidence-based intervention of : Attendance Initiative. Strategic Attendance Initiatives involve 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.

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

Attendance Initiatives provides a plan of action for addressing students who are truant. It provides resources to truant families that will assist them in improving their children's attendance. Our goal is to decrease the number of students with excessive absences and improve our school-wide attendance rate.

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.

From August 14th through September 29th, the Attendance Review Committee will meet biweekly to identify students who have at least 3 absences.

Person Responsible: Vilena Wright (278041@dadeschools.net)

By When: This task will be completed by September 29th.

From August 14th through September 29th, students will be recognized quarterly for having perfect attendance.

Person Responsible: Marthenia King-Mapps (mmapps@dadeschools.net)

By When: This task will be completed by September 29th.

From August 14th through September 29th, homeroom classes will be recognized daily during Morning Announcements for having perfect attendance.

Person Responsible: Adriana Sanabria (adrianasanabria@dadeschools.net)

By When: This task will be completed by September 29th.

From October 16 through January 19th, students will be recognized quarterly for having perfect attendance.

Person Responsible: ASHLEE JONES (314512@dadeschools.net)

By When: This task will be completed by January 19th.

From October 16 through January 19th, homeroom classes will be recognized monthly for having the most days of perfect attendance with an incentive.

Person Responsible: Maria Paul (marialpaul@dadeschools.net)

By When: This task will be completed by January 19th.

From February 1st through May 24th, the attendance review committee will meet with students with 10 absences of more and offer an i3 referral.

Person Responsible: Adriana Sanabria (adrianasanabria@dadeschools.net)

By When: This action will be completed by April 30th.

From February 1st through May 24th, incentives will be given to two students in each homeroom class on days where school-wide attendance is 95% or higher.

Person Responsible: Maria Paul (marialpaul@dadeschools.net)

By When: This action step will be completed by March 4th.

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

According to the 2023 AP2 i-Ready Reading data, 46% of the students in Kindergarten are proficient, 19% proficiency in 1st grade, and 19% in 2nd grade. Instructional support/coaching will be utilized to improve
instructional delivery which will result in the increase in student proficiency and engagement.

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

According to the 2023 AP2 i-Ready Reading data, 24% of the students in 3rd grade, 33% of of the 4th grade
students, and 26% of the 5th grade students scored at or above grade level. Instructional support/coaching will be utilized to improve instructional delivery which will result in the increase in student proficiency and engagement.

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

For Grades K-2, students will use the i-Ready lessons weekly. By i-Ready AP2, at least 50% of
the students in Kindergarten, 25% in 1st grade, and 25% in 2nd grade will score at or above grade level
on the reading diagnostic by May 2024. We will track students' progress on i-Ready lessons.

Grades 3-5 Measurable Outcomes

For Grades 3-5, students will use the i-Ready lessons weekly. By i-Ready AP2, at least 25% of the students in 3rd grade, 30% in 4th grade, and 40% in 5th grade will score at or above grade level on the reading diagnostic by May 2024. We will track students' progress on i-Ready lessons.

Monitoring

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

The area of focus is ELA. We will pull reports from i-Ready to monitor i-Ready lessons and Performance Matters on a bi-weekly basis to analyze students' performance and identify trends in order to adjust instructional delivery during whole group and/or differentiated instruction. This will create an increase in student achievement in Reading.

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

Holness-Joseph, Tamoya, 312628@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?

The evidence-based practice being implemented to achieve measurable outcomes in each grade will be the
Gradual Release of Responsibilities Model (GRRM). The Leadership team will conduct weekly walkthroughs to monitor instructional delivery. Explicit feedback will be provided, immediately. Instructional coaches will
collaboratively plan with teachers on the GRRM.

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?

GRRM will ensure teachers deliver explicit instruction that align lessons to the B.E.S.T. standards. Explicit
feedback related to delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student performance.

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
Literacy Coaching: From August 14th through September 29th, based on administrative feedback and Instructional coaches' observations, instructional coaches will plan lessons with teachers on the GRRM model. Instructional coaches will provide Coach Teacher Collaborations (CTC) to provide support and model GRRM to teachers needing additional support.	Paul, Maria, marialpaul@dadeschools.net
Assessment: From August 14th to September 29th, administration will conduct weekly walkthroughs during tier 1 instruction to ensure that the GRRM is being implemented effectively. Look fors will be student artifacts from the "They Do" and "You Do" portion of the GRRM.	Paul, Maria, marialpaul@dadeschools.net
On September 25th, our instructional coaches will provide a professional development on the GRRM model.	Holness-Joseph, Tamoya, 312628@dadeschools.net
Literacy Coaching: From October 16th through January 19th, based on administrative feedback and Instructional coaches will plan lessons with teachers on the GRRM model and intervention during collaborative planning.	Holness-Joseph, Tamoya, 312628@dadeschools.net
Professional Learning: From October 16th through January 19th, based on administrative feedback, teachers will participate in learning walks to observe Instructional coaches' modeling the GRRM model during whole group instruction.	Holness-Joseph, Tamoya, 312628@dadeschools.net
Literacy Coach: From February 1st through May 24th, the instructional coaches will devise an IFC for intervention for appropriate grades by March 15th.	Holness-Joseph, Tamoya, 312628@dadeschools.net
Professional Learning: From February 1st through May 24th, the instructional coach and ELA CSS will support teachers in incorporating the SPADE strategy during reading instruction by March 15th.	King-Mapps, Marthenia, mmapps@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.

The leadership team meets with the faculty during a faculty meeting to discuss the School Improvement Plan (SIP). The SIP is shared with community shareholders and parents during the EESAC meeting throughout the school year. Flyers will be sent home and posted on all social platforms that a copy of the SIP is available electronically online. A copy will also be available on the school's website. A few hardcopies will be available in the Parent Resource Room. EESAC meetings are used for parents and community stakeholders to share their concerns and revise the SIP to address their concerns.

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))

During the Title 1's Parent Meeting, Parent Engagement surveys were distributed to find out parents needs for workshop topics and their availability to meet for parent meetings. EESAC meeting are scheduled monthly and all parents and community stakeholders are invited to attend. Based on the survey responses, our Community Involvement Specialist contacts the Parent Academy to schedule meetings. Translators are available to speak in parents' native language.

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

The school has 3 instructional coaches: primary reading coach, intermediate reading coach, and math coach. They meet weekly with administration to discuss how support is provided to teachers and students to increase student achievement. Two reading interventionists are hired to target our tier 2 and tier 3 students with small group instruction. Extended learning opportunities are provided through before-school and after-school tutoring.

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))

The school's SIP is developed after receiving feedback from parents at the Title 1's Annual Parent's Meeting. Project UPSTART surveys were sent home to identify families that are homeless. During an EESAC meeting, more feedback is being received by staff and community stakeholders. Two reading interventionists are hired to target our tier 2 and tier 3 students with small group instruction.

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))

Our student services team is comprised of a counselor, mental health coordinator, behavior modification teacher, behavior specialist, and social worker. The counselor provides small group and one-to-one sessions to students regularly. The student services team schedule presentations throughout the year to present to classrooms.

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))

Articulation meetings are held with our 5th grade students during the 4th quarter. Career day is presented to students to expose them to variety of careers. "Take Your Child to Work Day" is another opportunity for our students to be immersed in various career paths.

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).

An Alternative to Suspension plan was created by our leadership team. Our Student Services Team held school-wide assemblies at the start of the year to discuss school rules, procedures, and protocols. A school-wide discipline plan was created in alignment with the Code of Student's Conduct.

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))

Our instructional coaches presented a professional development on August 15th on effective teachubg. Our PD liaison proposes our monthly PLC.

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))

A "Kindergarten Rocks" presentation is given annually to inform Pre-K parents of the process of enrolling their children into kindergarten. School tours are provided to parents upon request.