Miami-Dade County Public Schools

Gateway Environmental K 8 Learning Center School

2023-24

Schoolwide Improvement Plan (SIP)

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Gateway Environmental K 8 Learning Center

955 SE 18TH AVE, Homestead, FL 33035

http://gatewayk8.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.

The mission of our school is to provide a structured environment where students achieve their personal and academic goals while learning to protect and respect their community.

Provide the school's vision statement.

The vision of our school is to develop a safe, nurturing, educational setting that provides rigor and relevance to lifetime learning.

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
Anderson, Tiffany	Principal	The school principal serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment. Achieving academic excellence requires that the school principal work collaboratively with all stakeholders and communicates effectively to ensure academic and social emotional needs are being met.
Collier, Courtney	Assistant Principal	The assistant principal supports the principal in providing the instructional and organizational leadership at Gateway Environmental K-8 Learning Center. The assistant principal serves as the school's advocate and works with all stakeholders to maintain the common vision of the school. This vision includes the school's academic and social-emotional success that engages students and their community. The assistant principal also works with others to develop and execute a school improvement plan and allocates resources to continually improve students' achievement. They are also committed to building a talented instructional team and work with the principal to ensure a safe, engaging learning environment for all stakeholders.
Defreitas, Michele	Assistant Principal	The assistant principal supports the principal in providing the instructional and organizational leadership at Gateway Environmental K-8 Learning Center. The assistant principal serves as the school's advocate and works with all stakeholders to maintain the common vision of the school. This vision includes the school's academic and social-emotional success that engages students and their community. The assistant principal also works with others to develop and execute a school improvement plan and allocates resources to continually improve students' achievement. They are also committed to building a talented instructional team and work with the principal to ensure a safe, engaging learning environment for all stakeholders.
Stinson, Tralana	Instructional Coach	Instructional coaches develop, lead, and evaluate school core content standards/programs existing literature specifically based curriculum/behavior assessment and intervention. Coaches explore systematic patterns of student needs while working with District personnel to identify appropriate intervention strategies. Additionally, they assist with school-wide screening programs intervening services for children "at risk", assist with design and implementation for programs, data analysis and delivery of professional development. Ms. Stinson will support ELA teachers in kindergarten through third grade with a strong focus on the Intensive Accelerated classes. TIER 3 Interventions will also be provided by Ms. Stinson to support the Reading Horizon Intervention Program.
Vinas, Victoria	Instructional Coach	Instructional coaches develop, lead, and evaluate school core content standards/programs existing literature specifically based curriculum/behavior assessment and intervention. Coaches explore systematic patterns of student needs while working with District personnel to identify appropriate intervention strategies. Additionally, they assist with school-wide screening programs intervening services for children "at risk", assist with design and

Name	Position Title	Job Duties and Responsibilities
		implementation for programs, data analysis and delivery of professional development. Ms. Vinas will work specifically with ELA for grade levels 4th through 8th including writing and all intervention programs.
Harris, Nikesha	Instructional Coach	Instructional coaches develop, lead, and evaluate school core content standards/programs existing literature specifically based curriculum/behavior assessment and intervention. Coaches explore systematic patterns of student needs while working with District personnel to identify appropriate intervention strategies. Additionally, they assist with school-wide screening programs intervening services for children "at risk", assist with design and implementation for programs, data analysis and delivery of professional development. Ms. Harris will collaborate specifically with kindergarten through eighth grade to plan and support in the area of mathematics. A strong focus will be on teachers in the Intensive Acceleration classes and our Algebra and Geometry classes in middle school. In addition, Ms. Harris will support our science teachers in 5th grade and 8th grade during planning to assist with pacing and analyzing data on Topic Assessments.
Machado, Myriam	ELL Compliance Specialist	The ELL Compliance Specialist assists in the coordination of eligibility and placement of potential English Language Learners (ELLs) at the school level, and ensure an efficient system for all ELL students. The ESOL Compliance Specialist provides support to teachers for improving instruction for all ELL students.
Bell, Tiffany	Other	The Center for Special Instruction (CSI) Instructor serves as a teacher leader that supports the school environment in assuring all students follow the School's Student Code of Conduct. The purpose of this instructor is to meet the student academic and social-emotional needs in order to maximize instruction in all school settings.
Vasallo, Mayra	Instructional Media	The Media Specialist instructs students and staff in the effective use of the media center, information and technology literacy skills, and use of equipment. In addition, they develop policies and procedures to ensure efficient operation, services, and faculty use for the 21st century school library media.

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.

In developing the SIP the school's leadership team analyzed our 2023 FAST data at Synergy to design our 2023-2024 action plans. The SIP's areas of focus and action steps are shared and reviewed during our faculty meetings with staff members periodically. In addition, during EESAC meetings parents,

community leaders, staff members and students are invited to have input into the SIP process. All stakeholders are invited, as we review the areas of focus and action steps. Questions, comments, concerns and suggestions are taken and discussed at that time. The SIP document is always shared with all stakeholders and notified when changes or updates are made.

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 school's leadership team meets weekly to review data and discuss progress and concerns. A 45 day Data Blueprint is created with the SIP implementation steps aligned. This document will be updated periodically to reflect the goals of the SIP. The instructional coaches will also meet every week with the administrative team to track our data successes and redirect instructional practices as needed. Based on our ongoing progress monitoring data adjusted will be made to our SIP action steps. Every monthly EESAC meeting will have SIP Updates attached to the agenda to share progress monitoring data and school wide progress with all stakeholders.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: B
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	6	30	37	46	34	32	27	39	48	299
One or more suspensions	0	0	1	4	8	9	7	14	22	65
Course failure in English Language Arts (ELA)	0	8	16	28	19	16	16	9	3	115
Course failure in Math	0	8	11	24	25	14	23	61	19	185
Level 1 on statewide ELA assessment	0	0	0	52	39	42	42	69	67	311
Level 1 on statewide Math assessment	0	0	0	37	41	43	51	46	48	266
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	26	46	95	58	55	59	106	104	559

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	8	11	66	43	45	48	66	60	353

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	11	8	0	52	12	1	0	3	3	90
Students retained two or more times	0	0	0	6	7	3	4	7	9	36

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	51	40	39	43	55	52	83	74	65	502
One or more suspensions	0	0	10	0	14	26	40	48	40	178
Course failure in ELA	0	11	24	26	43	20	12	22	4	162
Course failure in Math	0	5	9	18	25	28	70	25	32	212
Level 1 on statewide ELA assessment	0	0	0	65	44	69	73	107	81	439
Level 1 on statewide Math assessment	0	0	0	1	1	3	0	117	89	211
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	16	50	78	59	92	107	123	97	622

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	11	16	58	51	60	96	130	102	524

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	2	37	9	5	2	6	3	67
Students retained two or more times	0	1	0	8	14	15	15	21	15	89

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	51	40	39	43	55	52	83	74	65	502
One or more suspensions	0	0	10	0	14	26	40	48	40	178
Course failure in ELA	0	11	24	26	43	20	12	22	4	162
Course failure in Math	0	5	9	18	25	28	70	25	32	212
Level 1 on statewide ELA assessment	0	0	0	65	44	69	73	107	81	439
Level 1 on statewide Math assessment	0	0	0	1	1	3	0	117	89	211
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	16	50	78	59	92	107	123	97	622

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	11	16	58	51	60	96	130	102	524

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	2	37	9	5	2	6	3	67
Students retained two or more times	0	1	0	8	14	15	15	21	15	89

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*	37	62	57	42	63	61
ELA Learning Gains	53	62	55	48	61	59
ELA Lowest 25th Percentile	51	55	46	47	57	54
Math Achievement*	35	61	55	40	67	62
Math Learning Gains	58	69	60	45	63	59
Math Lowest 25th Percentile	61	65	56	46	56	52
Science Achievement*	30	54	51	42	56	56
Social Studies Achievement*	56	78	72	61	80	78
Middle School Acceleration	72			67		
Graduation Rate						
College and Career Acceleration						
ELP Progress	24			50		

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)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	10
Percent Tested	97

2021-22 ESSA Federal Index	
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	31	Yes	3	1
ELL	38	Yes	1	
AMI				
ASN				
BLK	49			
HSP	48			
MUL				
PAC				
WHT	50			
FRL	47			

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	37	53	51	35	58	61	30	56	72			24
SWD	23	43	35	24	42	43	20	41				7
ELL	25	48	50	24	50	62	14	43				24
AMI												
ASN												
BLK	32	50	53	32	55	64	28	54	71			
HSP	39	54	49	36	59	59	31	57	73			24
MUL												
PAC												

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
WHT	38	56		39	65							
FRL	36	53	50	34	58	61	30	57	73			21

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	34	39	43	24	25	30	28	40	40			46
SWD	19	33	30	20	23	25	21	26				29
ELL	24	40	52	18	23	21	23	24				46
AMI												
ASN												
BLK	26	36	40	17	24	34	21	36	39			50
HSP	39	41	45	27	26	30	32	40	39			45
MUL												
PAC												
WHT	34	35		27	13		22					
FRL	34	40	45	23	24	29	27	39	39			43

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	42	48	47	40	45	46	42	61	67			50
SWD	24	42	36	29	45	40	17	41				44
ELL	35	47	44	37	44	38	34	37	100			50
AMI												
ASN												
BLK	33	43	47	31	42	43	30	55	55			62
HSP	46	51	47	44	47	48	47	64	72			48
MUL	62	45		54	45							
PAC												
WHT	50	45		53	50		55					
FRL	41	49	48	39	45	46	42	60	69			51

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	38%	56%	-18%	54%	-16%
07	2023 - Spring	30%	50%	-20%	47%	-17%
08	2023 - Spring	34%	51%	-17%	47%	-13%
04	2023 - Spring	37%	58%	-21%	58%	-21%
06	2023 - Spring	31%	50%	-19%	47%	-16%
03	2023 - Spring	26%	52%	-26%	50%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	38%	58%	-20%	54%	-16%
07	2023 - Spring	28%	48%	-20%	48%	-20%
03	2023 - Spring	34%	63%	-29%	59%	-25%
04	2023 - Spring	38%	64%	-26%	61%	-23%
08	2023 - Spring	39%	59%	-20%	55%	-16%
05	2023 - Spring	47%	58%	-11%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	26%	40%	-14%	44%	-18%
05	2023 - Spring	25%	50%	-25%	51%	-26%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	56%	33%	50%	39%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	65%	25%	63%	27%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	68%	-14%	66%	-12%

III. Planning for Improvement

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

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

The lowest performance data was the Statewide Science Assessment. The 2023 5th and 8th grade Science Assessment data decreased 4 percentage points from 30% proficiency in 2022 to 26% proficient in 2023. Changes in science teachers from the previous school year is a contributing factor in the science scores based on new teachers becoming familiar with the content and pacing guide.

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

The data component that showed the greatest decline form the prior year was the 5th and 8th grade Science Assessment showing a 4 percentage point decrease. Changes in both 8th and 5th grade science teachers from the previous year is one contributing factor as well as the lack of planning support for the 8th grade science teachers. In addition, falling behind in the Pacing Guide played a huge role in our decline in scores. Lastly, the inability to complete the 5th grade lab sheets to the application and explanation portion has contributed greatly to the decline in science scores.

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

The data component with the largest gap when compared to the state was 3rd grade ELA. The 2023 ELA FAST data for the state was at 50% for proficiency in comparison to our 27% proficiency rate, showing a 23 percentage point difference. One contributing factor was having new teachers to the grade level that were becoming familiar with the pacing guide, standards and intervention materials. In addition, we started with four interventionist and ended up losing all to full time teaching positions. We then

transitioned to larger group interventions and retraining teachers on the Reading Horizons material so they could provide their own intervention.

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

The data component showing the greatest improvement was our mathematics proficiency rate showing a 3 percentage point increase from a 35% in 2022 to a 38% proficiency rate on the 2023 FAST. The new action that was taken is that we were able to hire an upper academy mathematics coach. This instructional mathematics coach would plan with teachers, provide push-in support, analyze data and provided after school tutoring.

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

Reflecting on the EWS data one potential concern was our 59 course failures in 6th grade math for the 2022-2023 school year. In addition, third grade had 89 students with two or more indicators for the 2022-2023 school year.

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

Our highest priority for the school improvement is our 3rd grade ELA proficiency rate. This was one of our lowest levels of proficiency school-wide and will be double weighted by the state in the 2023- 2024 school grade accountability calculations. Additional coaching support and coaching cycles will be provided for our third grade teachers for TIER I instruction and Reading Horizons Intervention.
Our second priority for the school improvement is our 5th and 8th grade Science proficiency rate. This school year we will have our math coach support both 5th and 8th grade on a weekly basis to plan with teachers and model pacing and lab completions.
Our third priority for the school improvement is our Middle School Acceleration Scores with a focus on Algebra and Geometry. Although our 2023 FAST scores were 93% proficient, we currently have a new teacher in place that will need extra support which will be provided by our mathematics coach.

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 Collaborative Planning

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

According to the 2023 State Wide Science Assessment 25% of fifth grade and 26% of 8th grade students were proficient in Science, which was a 4% drop from the 2022 State Wide Assessment. Based on the data the identified contributed factors of new teachers to the grade level and falling behind on pacing guides was the main reason for a decline in student scores. Due to the lack of teacher readiness and need for support in understanding of grade level tasks for Science along with a need to strictly follow pacing to cover all topics, we will implement the targeted element of collaborative planning.

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

With the implementation of collaborative planning, we will see a 7% percentage point increase in the NGSSS end of year tests for the combined 5th and 8th grade students by the end of the 2023-2024 school year.

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

To monitor the desired outcome of implementing targeted collaborative planning as a solution to address the identified issues, we will establish a comprehensive monitoring system that consists of regular data collection to track student performance in Science using both formative and summative assessments. The progress of students will be tracked to identify areas for intervention which will be discussed during collaborative planning meetings on a bi-weekly basis. These meetings will provide opportunities to discuss instructional strategies, align curriculum, share resources, and address any concerns related to pacing and grade-level tasks. Teachers will be offered ongoing support through professional development and coaching.

Person responsible for monitoring outcome:

Nikesha Harris (251501@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 implemented is ongoing progress monitoring. Students' formative and summative assessments will be monitored throughout the school year and used during collaborative planning meetings in order to guide with instructional planning.

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

Using Topic Assessment data will help to quantify student performance for the teachers in order to better plan for needed interventions for students during collaborative planning meetings, which will be another way to evaluate instructional effectiveness.

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.

August 14 - September 29, 2023 - Designate collaborative planning times for Ms. Falcon, Ms. Weber, Ms. Joachim, Ms. Crissien and Y. Gacia. The math coach will develop a meeting calendar.

Person Responsible: Nikesha Harris (251501@dadeschools.net)

By When: September 29, 2023

August 14 - September 29, 2023 - Analyze baseline tests to determine lowest standards during collaborative planning meetings and focus interventions for these standards.

Person Responsible: Nikesha Harris (251501@dadeschools.net)

By When: September 29, 2023

August 14 - September 29, 2023 - Conduct weekly collaborative planning sessions with the math coach to review Topic Assessment data and make instructional shifts as needed.

Person Responsible: Nikesha Harris (251501@dadeschools.net)

By When: September 29, 2023

August 14- September 29, 2023 - The Science teachers along with the math coach will analyze Topic Assessment data to plan for DI instruction.

Person Responsible: Nikesha Harris (251501@dadeschools.net)

By When: September 29, 2023

#2. Positive Culture and Environment specifically relating to Teacher Attendance

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 staff attendance, 44% of our teachers were absent 10.5 days. Based on the data it is in our best interest to improve the education of students with the belief that direct instruction is more beneficial with regular teachers and support staff in place.

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

With the implementation of staff incentives and building a positive culture our staff attendance of teachers with 10.5 or more days will decrease to 37%.

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

The Administrative team will pull teacher attendance reports to determine the amount of days being taken off from work monthly. Comparisons will be made monthly to ensure the attendance rate is decreasing.

Person responsible for monitoring outcome:

Tiffany Anderson (tdanderson@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.)

By focusing on creating a positive culture and providing teacher incentives this will in turn improve the education of students because consistent and direct instruction from regular teachers and support staff is the most beneficial.

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

In promoting a positive culture and encouraging teachers to be present at work, students in turn will be more engaged and it will improve the over all instructional environment.

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.

August 14- September 29, 2023 - Introduce our teacher attendance incentive program at our first faculty meeting.

Person Responsible: Tiffany Anderson (tdanderson@dadeschools.net)

By When: September 29, 2023

August 14 - September 29, 2023 - Pull the teacher attendance report for the month of August to determine teachers that have 100% attendance.

Person Responsible: Tiffany Anderson (tdanderson@dadeschools.net)

By When: September 29, 2023

August 14- September 29, 2023 - At our faculty meeting present teachers with gift cards for having 100% attendance.

Person Responsible: Tiffany Anderson (tdanderson@dadeschools.net)

By When: September 29, 2023

#3. 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 ELA data, 34% of our 3rd-8th grade students scored proficient as compared to the state average at 50% and the district average of 51%. Based on the data and the high number of level one students identified we will implement the targeted area of differentiated instruction (DI).

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

With the implementation of differentiated instruction our 2024 FAST PM3 ELA proficiency data will increase by 6 percentage points to 40%.

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

The leadership team will conduct weekly walkthroughs to determine if differentiated instruction is being implemented with fidelity. Progress Monitoring Assessment data (PMAs), along with the Magnetic Reading Assessments will be reviewed to determine if small group instructional practices are leading to student growth. Administration will also participate in collaborative planning meetings to know what to expect when doing walkthroughs. The reading coaches will review instructional resources to be used and model lesson planning for differentiated instruction.

Person responsible for monitoring outcome:

Michele Defreitas (mdefreitas@dadeschools.net)

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

Differentiated instruction is a framework for effective teaching that provides different students with different avenues to learning. Research demonstrates that this method benefits a wide range of students.

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

Differentiation is selected because it is a way to ensure students' educational equity through instruction that matches the students' readiness level and ability.

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.

August 14- September 29, 2023 - Teachers will receive their student data from the instructional coaches and analyze summative and formative data to make instructional decisions.

Person Responsible: Victoria Vinas (vvinas@dadeschools.net)

By When: September 29, 2023

August 14 - September 29, 2023 - Instructional coaches will work with teachers during collaborative planning to group students based on current data.

Person Responsible: Victoria Vinas (vvinas@dadeschools.net)

By When: September 29, 2023

August 14- September 29, 2023 - During collaborative planning the coaches will share the instructional framework and plan for differentiated lessons based on students' needs.

Person Responsible: Victoria Vinas (vvinas@dadeschools.net)

By When: September 29, 2023

#4. ESSA Subgroup specifically relating to Students with Disabilities

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 PM 3 ELA data our Students with Disabilities (SWD) subgroup scored below 41% proficiency. We have scored below the 41% mark for 3 consecutive years. Based on the data and the lack of meeting the 41% target we will implement collaborative planning for ESE teachers and their general education teachers to consult with colleagues to deepen skills with the goal of improving students achievement.

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

With the implementation of collaborative planning for the ESE teachers with their general education teachers we should see a 5 percentage point increase in the SWD subgroup 2024 FAST PM 3 ELA Assessment.

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

The leadership team will conduct quarterly data chats with the ESE teachers and general education teachers together. Data of SWD students will be analyzed to determine progress and areas of remediation. Weekly walkthroughs will be conducted to determine how the ESE teachers are aligning their instruction to needs of their students.

Person responsible for monitoring outcome:

4031 Administrators (4031_administration@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 targeted element of collaborative planning will assist the ESE teachers and general education teacher in better servicing their students by working together to meet the needs of the students. Sharing student data and instructional practices and expertise will only enhance the instructional delivery and student achievement.

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

Collaborative planning is a strategy that enables teachers to share best practices and ensure standards-based instruction is being targeted. Collaborating with colleagues only deepens skills and increases the goal of improving 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.

August 14- September 29, 2023 - Ensure Master schedule for both Upper Academy and Elementary allows for collaborative planning with ESE teachers and general education teachers

Person Responsible: 4031 Administrators (4031_administration@dadeschools.net)

By When: September 29, 2023

August 14 - September 29, 2023 - Provide ESE teachers with their student list and most current data.

Person Responsible: Nikesha Harris (251501@dadeschools.net)

By When: September 29, 2023

August 14- September 29, 2023 - Meet with ESE teachers to review data and expectations of collaborative planning.

Person Responsible: 4031 Administrators (4031_administration@dadeschools.net)

By When: 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).

Due to our proficiency rates, we have been identified as an ETO TIER 3 support school providing us with additional funding to hire interventionists. These support personnel will be used to provide ELA TIER 2 intervention in our 3rd-5th grade classes. Additional push-in support will be provided by our newly hired interventionists to further support our proficiency rates in ELA. Collaborative planning with ETO curriculum support specialists and data tracking of our OPMs will be consistently monitored to determine the best use of our resources. Weekly leadership team meetings will be conducted in collaboration with the ETO team to ensure alignment to the SIP goals and analyze data to determine instructional needs.

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 kindergarten 2023 STAR PM 3 data compared to PM 1 data students scores decreased by 5 percentage points in ELA proficiency.

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

According to the 2023 FAST PM3 data, 36% of 3rd through 5th grade students were proficient in ELA as compared to the state average of 50% and District average of 51%. Based on the high level of FAST ELA level 1 and 2 students we will implement the target area of focus on reading intervention.

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

With the implementation of the Reading Horizon intervention program, our proficiency rate on the 2024 ELA STAR Assessment should increase by 8% reaching 48% proficiency.

Grades 3-5 Measurable Outcomes

With the implementation of the Reading Horizon/Elevate Intervention program our proficiency rate on the 2024 ELA FAST Assessment should increase by 7% reaching 43%.

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 leadership team will conduct quarterly data chats, regular walkthroughs, weekly leadership/ curriculum meetings to analyze Reading Horizon/Elevate data to determine students are following the correct track. Regular data tracking of OPMs and intervention data will be monitored via trackers to ensure student growth. Based on data results students may need to be moved to TIER 3 or referred to the MTSS process. In addition , extended learning opportunities will be provided to those not showing progress.

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

Anderson, Tiffany, tdanderson@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?

Within the targeted element of intervention, our school will focus on the evidence-based intervention program of Reading Horizon/Elevate. Teachers and interventionist will be trained by our instructional coaches in the delivery and assessment of the Reading Horizon Program to support our TIER 2 and TIER 3 ELA intervention. This intervention program is research-based and is aligned with the B.E.S.T. standards.

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

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

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

The Reading Horizon/Elevate intervention program is a systematic method for teaching students phonics, and phonemic awareness skills necessary for reading fluency. This is an evidence-based program proven to be effective for struggling readers and is a resource used by MDCPS. Once students have the foundational skills for reading this will lead to reading and then to comprehension.

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
Using the MDCPS ELA Decision Tree, students will be identified as TIER 2 or TIER 3 based on FAST/STAR PM 3 Data.	Stinson, Tralana, t-stinson@dadeschools.net
Teachers and interventionists will be trained in using the Reading Horizon/Elevate/ Discovery Program and they will receive materials needed to begin.	Stinson, Tralana, t-stinson@dadeschools.net
A schedule will be developed to conduct the initial phonics and spelling inventory assessments for the Reading Horizon/Elevate/Discovery program to determine placement.	Vinas, Victoria, vvinas@dadeschools.net
The administrative team, along with the reading coaches will conduct bi-weekly walkthroughs with a Reading Horizon's checklist to ensure the 4 Core components are being delivered. Data trackers will be reviewed to determine fidelity and progress of the program. In addition, skill checks and chapter tests will be reviewed by both teachers and coaches to determine the effectiveness of the instruction.	Stinson, Tralana, t-stinson@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 SIP information will be shared with all stakeholders at every monthly EESAC meeting. At these meetings the SIP goals and action steps are discussed along with current progress monitoring data and school-wide goals. The school SIP goals are also shared at our Parent Workshops and our TITLE 1 parent meetings. In addition, the SIP information is posted on the school's website for parents to review.

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))

The school will continue to provide parent workshops, orientations and special events such as STEAM night, Literacy Night, and seasonal student dances to encourage parental support. The school plans to offer field trips, afterschool clubs and activities such as Chess, flag football and seasonal performances from our band and dance club. The activities are posted on social media and messages are sent home via our school messenger.
In addition, progress monitoring reports are sent home to parents after each FAST assessment is completed.

I-Ready Diagnostic reports are also sent home after completion to inform parents of their progress in both reading and math.

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 will use the research-based Reading Horizon/Elevate Program with all TIER 2 and TIER 3 students to support reading skills in kindergarten through 5th grade. Collaborative planning with the instructional coaches across all grade levels and subjects will ensure best practices and strengthen TIER I instruction. Currently we have a third, fourth and seventh grade accelerated mathematics class in an attempt to offer enrichment opportunities for our students.

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))

Our school also offers the Talents Afterschool Program, which allows students to complete homework, play a sport and participate in music and arts. This program is free to students in second through eighth grade.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school currently has a Restorative Justice Practice (RJP) coordinator that also acts as our CSI teacher. The RJP coordinator provides the teachers and students with trainings to assist in promoting the RJP practices school wide.

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))

Many of our electives in middle school offer opportunities for broadening educational career options such as; Fashion Design, Esports, Animal Advocacy, Forensic Science, and Digital Design. In addition, we offer Highschool credit courses such as Algebra, Geometry, Biology and Physical Science.

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).

The MTSS behavioral plan is used to follow a tiered model of discipline. Teachers follow the suggested behavior strategies for TIER 1 and then move through the tiers until the desired behaviors are achieved. If moving through the tiers are still not successful the Response to Intervention (RTI) paperwork can be initiated in an attempt to determine if services are needed for the student. Student counseling will be provided along the way.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers participate in professional development activities at the District and school site level. Teachers are also identified to attend specific workshops and training based on needs assessment surveys and grade levels and subjects. Our instructional coaches also provide job-embedded trainings to enhance instructional delivery and in turn student achievement. Teachers are also encouraged to have mentors and participate in the MDCPS Mint Mentor program for new teachers.

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))

We provide a transition to Kindergarten orientation for parents and students to familiarize them with the expectations of our kindergarten program. We offer tours of the school and provide an Open house to welcome new parents and students. They will have an opportunity for a meet and greet to help ease the transition for both parents and students.

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: Collaborative Planning	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	$0.00
3	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$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.

Yes