

Miami-Dade County Public Schools

Highland Oaks Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Highland Oaks Middle School

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<http://hom.dade.k12.fl.us/>

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.

Highland Oaks Middle School is committed to excellence by ensuring that our students develop the knowledge and skills needed to succeed in a global society by providing opportunity for life long learning.

Provide the school's vision statement.

Highland Oaks Middle School envisions that our students are prepared to face the future with a set of moral values, academic and intellectual skills, a desire for knowledge, strong self-esteem, and tolerance and respect for others. Highland Oaks Middle School provides our students with a quality education and ensures that parents, teachers, students, community, and administration work cohesively to achieve all of the goals set forth. We are defined by high academic standards, the middle school philosophy, and the implementation of current educational practices so that all students become valuable and productive members of society.

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
Kushi, Cheryl	Principal	Oversees the daily activities and operations of the school. Primary responsibilities include disciplining and advising students, approving teachers' curricula, and ensuring a safe environment for all students and staff members. Provides leadership and guidance to create a conducive learning environment that promotes the well-being and academic success of the entire school community.
Burns, Lissette	Assistant Principal	Addresses various aspects of school management, including student activities and services, community relations, personnel matters, and curriculum instruction. Works closely with the principal, to collaborate, establish and enforce school policies and guidelines for students, staff, and faculty, ensuring a safe and supportive learning environment. Responsibilities encompass a wide range of areas, contributing to the overall functioning and success of the school community.
Green, Edith	Teacher, K-12	Responsible for organizing and monitoring testing programs at the school level in accordance with the procedures outlined for each program. Educational leader responsible for overseeing the operations and management of the English Language Arts department. Provides guidance and support to teachers within the department, facilitating curriculum development, coordinating instructional practices, and fostering a collaborative and cohesive teaching team. Collaborates with the school administration, participates in decision-making processes, and ensures the department's alignment with educational goals and standards.
Caraccia, Lori-Ann	Teacher, K-12	Provides guidance and support to teachers within the 8th grade level, facilitating curriculum development, coordinating instructional practices, and fostering a collaborative and cohesive teaching team. Collaborates with the school administration, participates in decision-making processes.
Caraccia, Christina	Teacher, K-12	Provides guidance and support to teachers within the department of Students with Disabilities, facilitating curriculum development, coordinating instructional practices, and fostering a collaborative and cohesive teaching team. Collaborates with the school administration, participates in decision-making processes, and ensures the school's alignment with educational goals and standards of the SWD population.
Brito-Miguez, Zorida	School Counselor	Develop, implement and manage school guidance programs. Work with students in individual, small group and classroom settings. Assist students with creating an academic plan for their education. Speaking with students, identifying problems, and developing a plan with the student to address them. Collaborate with parents and teachers to create a strategy that provides the support the student needs. Build strong relationships with students and acting as a confidant. Listen to students' concerns regarding social, academic, or personal circumstances. Provide students with support and guidance on how to

Name	Position Title	Job Duties and Responsibilities
		deal with problems. Mediate and improve relationships between students, parents, and teachers. Counseling individuals and groups as required.
Miguez, Julio	Teacher, K-12	Responsible for organizing and monitoring EESAC in accordance with the procedures and statutes. Educational leader responsible for overseeing the operations and management of the Science department. Provides guidance and support to teachers within the department, facilitating curriculum development, coordinating instructional practices, and fostering a collaborative and cohesive teaching team. Collaborates with the school administration, participates in decision-making processes, and ensures the department's alignment with educational goals and standards.
Carr, Connie	Teacher, K-12	Educational leader responsible for overseeing the operations and management of the Reading department. Provides guidance and support to teachers within the department, facilitating curriculum development, coordinating instructional practices, and fostering a collaborative and cohesive teaching team. Collaborates with the school administration, participates in decision-making processes, and ensures the department's alignment with educational goals and standards.
Eugene, Frantz	Teacher, K-12	Educational leader responsible for overseeing the operations and management of the Mathematics department. Provides guidance and support to teachers within the department, facilitating curriculum development, coordinating instructional practices, and fostering a collaborative and cohesive teaching team. Collaborates with the school administration, participates in decision-making processes, and ensures the department's alignment with educational goals and standards.
Faggans, Shenequa	Teacher, K-12	Educational leader responsible for overseeing the operations and management of the Gifted department. Provides guidance and support to teachers within the school, facilitating curriculum development, coordinating instructional practices, and fostering a collaborative and cohesive teaching team. Collaborates with the school administration, participates in decision-making processes, and ensures the department's alignment with educational goals and standards.
Valmana, Leonardo	Teacher, K-12	Educational leader responsible for overseeing the operations and management of the History/Social Studies department. Provides guidance and support to teachers within the department, facilitating curriculum development, coordinating instructional practices, and fostering a collaborative and cohesive teaching team. Collaborates with the school administration, participates in decision-making processes, and ensures the department's alignment with educational goals and standards.

Stakeholder Involvement and SIP Development

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

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

The school leadership team takes the lead in engaging stakeholders, including teachers, school staff, parents, students, and community leaders. The process typically involves various methods such as surveys, meetings, and feedback sessions. These engagement opportunities allow stakeholders to provide input, share their perspectives, and contribute valuable insights to the SIP development process. Their input is carefully considered and incorporated into the plan to ensure that it reflects the collective goals, aspirations, and concerns of the entire school community. This collaborative approach not only fosters a sense of ownership and commitment but also promotes a shared vision for improvement and enhances the effectiveness and relevance of the SIP in meeting the needs of all stakeholders.

SIP Monitoring

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

The School Improvement Plan (SIP) will be regularly monitored to ensure effective implementation and measure its impact on increasing student achievement, particularly for those students with the greatest achievement gap. This monitoring process involves ongoing data collection, analysis, and progress monitoring. The school will utilize various assessment measures, including formative and summative assessments, to track student progress towards meeting the State’s academic standards. Additionally, the school will conduct regular evaluations of the strategies and interventions implemented as part of the SIP. Based on the data and feedback collected, the school will revise the plan as necessary, making adjustments to instructional practices, interventions, and support systems.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	86%
2022-23 Economically Disadvantaged (FRL) Rate	78%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: B 2019-20: B

	2018-19: B
	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	0	0	0	0	0	0	50	54	71	175
One or more suspensions	0	0	0	0	0	0	28	11	21	60
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	0	4	7
Course failure in Math	0	0	0	0	0	0	0	0	3	3
Level 1 on statewide ELA assessment	0	0	0	0	0	0	88	94	87	269
Level 1 on statewide Math assessment	0	0	0	0	0	0	98	90	82	270
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	148	162	149	459
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	79	70	73	222

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	31	65	50	146
One or more suspensions	0	0	0	0	0	0	2	28	28	58
Course failure in ELA	0	0	0	0	0	0	12	9	4	25
Course failure in Math	0	0	0	0	0	0	28	2	8	38
Level 1 on statewide ELA assessment	0	0	0	0	0	0	49	67	65	181
Level 1 on statewide Math assessment	0	0	0	0	0	0	80	2	89	171
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	63	105	109	277

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	0	0	0	0	0	61	39	75	175

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	50	54	71	175
One or more suspensions	0	0	0	0	0	0	28	11	21	60
Course failure in ELA	0	0	0	0	0	0	3	0	4	7
Course failure in Math	0	0	0	0	0	0	0	0	3	3
Level 1 on statewide ELA assessment	0	0	0	0	0	0	88	94	87	269
Level 1 on statewide Math assessment	0	0	0	0	0	0	98	90	82	270
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	148	162	149	459

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	0	0	0	0	0	88	75	78	241

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54			52			65		
ELA Learning Gains	59			44			62		
ELA Lowest 25th Percentile	54			37			47		
Math Achievement*	39			30			52		
Math Learning Gains	55			22			51		
Math Lowest 25th Percentile	55			26			44		
Science Achievement*	48			46			58		
Social Studies Achievement*	65			57			76		
Middle School Acceleration	81			65			84		
Graduation Rate									
College and Career Acceleration									
ELP Progress	63			40			55		

* 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

2021-22 ESSA Federal Index	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	573
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	43			
AMI				
ASN	75			
BLK	52			
HSP	56			
MUL				
PAC				
WHT	67			
FRL	54			

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	54	59	54	39	55	55	48	65	81			63
SWD	23	45	39	29	52	49	28	54	55			53

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
ELL	32	54	51	21	46	53	13	57				63
AMI												
ASN	81	75		75	67							
BLK	46	50	47	28	55	59	41	59	83			
HSP	51	60	57	38	52	56	46	65	76			63
MUL												
PAC												
WHT	76	73		61	65	33	60	82	86			
FRL	48	55	53	32	51	54	40	63	75			65

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	52	44	37	30	22	26	46	57	65			40
SWD	26	31	15	29	29	18	23	48				55
ELL	32	41	39	20	15	19	23	34	62			40
AMI												
ASN	73	69		67	38		75		90			
BLK	45	39	32	20	18	29	31	46	60			
HSP	50	44	33	29	20	23	44	58	59			40
MUL												
PAC												
WHT	72	54	73	49	34	18	75	70	76			
FRL	47	42	36	26	21	23	41	49	63			39

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	65	62	47	52	51	44	58	76	84			55
SWD	45	53	37	36	44	20	39	59	92			
ELL	40	56	53	34	52	57	29	57	83			55
AMI												
ASN	75	79		82	74		71					

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
BLK	54	55	43	37	44	41	43	68	73			50
HSP	66	64	49	52	53	46	60	74	85			58
MUL	79	93		62	33							
PAC												
WHT	85	68	43	75	63	50	84	88	91			
FRL	60	58	46	45	47	42	51	71	78			58

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

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

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data component which showed the lowest performance is in the area of grade six Language Arts/ Reading (25% proficient) and Mathematics (29% proficient). The contributing factors that may have impacted student performance in these subjects may be attributed to: lack of foundational knowledge, learning difficulties and the providing instructional framework to meet the needs of SWD population, and influx of student population during the final quarter of the school year, and limited resources.

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

The greatest decline is the overall proficiency rate in the subject area of grade 8 Science. Upon reviewing our schoolwide data, the proficiency rate in science has decreased 6% when compared to the prior year. This gap may have been influenced by various factors, including the lack of targeted interventions and limited professional development opportunities for teachers. The access to prior knowledge in the area of science has proven to be a factor that has contributed to the decline in student proficiency in the area of Science.

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 overall proficiency rate in the subject areas of Mathematics and Language Arts/Reading showed the greatest gap when compared to the state average. Upon reviewing our schoolwide data, the proficiency rate in the area of Language Arts/Reading was 5% lower (45%) in comparison to the state's 50% proficiency rate. The schoolwide data also showed a 39% proficiency rate among students in Mathematics in comparison to the states 59% proficiency rate (20% gap). This gap may have been influenced by various factors, including the lack of targeted interventions and limited professional development opportunities for teachers.

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

Implementing positive behavior incentives and accountability conversations positively impacted grade 7 student achievement as evidenced in the decrease in the number of grade 7 student referrals to the office, from 28 during the 2021-2022 school year to 11 in the 2022-2023 school year. The positive behavior incentives included implementing a field days throughout the school year, ice cream and pizza celebration student exhibiting improvement in behavior. These strategies fostered motivation, engagement, and a sense of responsibility among students, leading to increased focus, effort, and goal-oriented behavior. By building a positive classroom culture and providing differentiated support to students, teachers effectively guided students towards academic success. Furthermore, these practices promoted effective communication, strengthened teacher-student relationships, and nurtured valuable skills like self-reflection and goal-setting, ensuring long-term growth and achievement.

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

Upon reviewing the Early Warning data, two areas of concern that stand out are attendance and a lack of prerequisite academic skills among the student body, along with a general indifference towards consequences and low achievement. These issues raise concerns regarding student engagement and commitment to their studies, requiring prompt attention and targeted interventions to address these underlying challenges.

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

In the upcoming school year, our primary focuses for school improvement are increasing student attendance, fostering instructional engagement through the implementation of blended learning methods that combine technology with traditional approaches, and strengthening stakeholder communication and participation. These priorities aim to address crucial areas that directly impact student success and overall school improvement. By promoting student attendance, using effective instructional strategies, and fostering active involvement from all stakeholders, we strive to create a positive and enriching learning environment for our students.

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, 46% of all students were proficient in ELA compared to 2021-2022 FSA proficiency data indicating 53% proficiency, showing a 7% decrease in proficiency in ELA. Based on the data and the identifying contributing factors of lack of foundation skills in reading. Student readiness levels limit the ability to master grade level tasks and rigorous instructional frameworks, we will implement the Targeted Element of ELA.

Measurable Outcome:

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

With the implementation of Differentiation, student data for those completing the ELA FAST PM Assessments will show an increase in proficiency of 10 percentage points, schoolwide, for grade 6, 7, and 8, by June 2024.

Monitoring:

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

After the administration of FAST Progress Monitoring #1 and #2, the Leadership team will meet to analyze and review the data to identify areas of growth and opportunities for improvement. This information will be shared with all stakeholders (Parents, Teachers, Interventionist, Tutoring and After Care Personnel) to adjust and align instruction that provides remediation of standards. Teachers will also conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular formative assessments to ensure that standards instruction is aligned to current data. During weekly department meetings, Department Heads will continue unpacking the new grade level standards to ensure clarification of standards and alignment to the District Pacing Guide.

Person responsible for monitoring outcome:

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of the evidence-based strategy Differentiation will provide lessons based on the standards/learning targets and student needs/learning styles by using flexible grouping, data-driven instruction, and developing teacher materials and assessment measures. Teachers will explicitly deliver planned lessons to guide students through the process of close reading and reading comprehension. Students will show evidence of mastery through their work samples and improvement from FAST PM1, PM2, and PM3.

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.

8/14-9/29 - Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible: Edith Green (egreen@dadeschools.net)

By When: This action step will take place between August 14 and September 29, 2023.

8/14-9/29 - Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are standards-aligned. The data will reflect differentiated instruction and student data reflections. As a result, students will increase achievement and develop accountability for learning as evidenced by mini-assessment data and data reflection worksheets.

Person Responsible: Lissette Burns (lisvaldes@dadeschools.net)

By When: This action step will take place between August 14 and September 29, 2023.

8/14-9/29 - Provide Professional Development for teachers on Florida's ELA standards and effective implementation of these standards in classroom instruction that is aligned to the school goals based on data. As a result, teachers' lessons plans will reflect understanding of the clarification of these standards by grade level.

Person Responsible: Cheryl Kushi (pr6241@dadeschools.net)

By When: This action step will take place between August 14 and September 29, 2023.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

According to the 2022-2023 FAST PM3 data, 38% of all students were proficient in Mathematics compared to 2021-2022 FSA proficiency data indicating 31% proficiency, showing a 7% increase in proficiency in Mathematics, but a 16% proficiency gap when compared to the District. Based on the data and the identifying contributing factors of lack of foundation skills in mathematics. Student readiness levels limit the ability to master grade level tasks and rigorous instructional frameworks, we will implement the Targeted Element of Math.

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, student data for those completing the Mathematics FAST PM Assessments will show an increase in proficiency of 10 percentage points, schoolwide, by June 2024.

Monitoring:

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

After the administration of FAST Progress Monitoring #1 and #2, the Leadership team will meet to analyze and review the data to identify areas of growth and opportunities for improvement. This information will be shared with all stakeholders (Parents, Teachers, Interventionist, Tutoring and After Care Personnel) to adjust and align instruction that provides remediation of standards. Teachers will also conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular formative assessments to ensure that standards instruction is aligned to current data. During weekly department meetings, Department Heads will continue unpacking the new grade level standards to ensure clarification of standards and alignment to the District Pacing Guide.

Person responsible for monitoring outcome:

Cheryl Kushi (pr6241@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 or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of the evidence based strategy Differentiation will provide lessons based on the standards/learning targets and student needs/learning styles by using flexible grouping, data-driven instruction, and developing teacher materials and assessment measures. Teachers will explicitly deliver planned lessons to guide students through the process of reasoning, and breaking down math concepts. Students will show evidence of mastery through their work samples and improvement from FAST PM1, PM2, and PM3.

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.

8/14-9/29 - Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible: Frantz Eugene (feugene@dadeschools.net)

By When: This action step will take place between August 14 and September 29, 2023.

8/14-9/29 - Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are standards-aligned. The data will reflect differentiated instruction and student data reflections. As a result, students will increase achievement and develop accountability for learning as evidenced by mini-assessment data and data reflection worksheets.

Person Responsible: Lissette Burns (lisvaldes@dadeschools.net)

By When: This action step will take place between August 14 and September 29, 2023.

8/14-9/29 - Provide Professional Development for teachers on Math B.E.S.T standards and effective implementation of these standards in classroom instruction that is aligned to the school goals based on data. As a result, teachers' lessons plans will reflect understanding of the clarification of these standards by grade level.

Person Responsible: Cheryl Kushi (pr6241@dadeschools.net)

By When: This action step will take place between August 14 and September 29, 2023.

#3. 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 2022-2023 Student Attendance data, 56% of our student population were absent 11 or more days of school as compared to the District average of 45%. Based on the data, and the correlation between student attendance to academic achievement, we will implement the Targeted Element of Early Warning Systems as it relates to Attendance.

Measurable Outcome:

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

With the implementation of Strategic Attendance Initiatives, student attendance data for those with 11 or more absences, will show a decrease of 10 percentage points, schoolwide, by June 2024.

Monitoring:

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

The school Team Leaders will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts through restorative circles. Teachers will monitor their daily attendance and submit that data to the Assistant Principal on a weekly basis with emphasis on attendance trends. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made to increase stakeholder accountability.

Person responsible for monitoring outcome:

[no one identified]

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.)

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.

By implementing targeted strategies, schools can address the underlying factors that contribute to absenteeism and create a positive and engaging learning environment. These initiatives involve various components, such as raising awareness about the importance of attendance, establishing clear attendance policies, providing support and resources to students facing attendance challenges, and fostering strong partnerships with families and community organizations.

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.

8/14-9/29 - Attendance audits will be conducted to review the accuracy of daily attendance input by teachers. As a result, attendance errors will decrease and focus on supporting students with chronic absences/tardies will increase.

Person Responsible: Lissette Burns (lisvaldes@dadeschools.net)

By When: This action step will take place between August 14 and September 29, 2023.

8/14-9/29 - Administration and School Leaders will review student academic, attendance, and behavior data to determine students to be targeted for intervention programs and support. As a result, a targeted intervention plan will be developed to meet the needs of students identified for support.

Person Responsible: Lissette Burns (lisvaldes@dadeschools.net)

By When: This action step will take place between August 14 and September 29, 2023.

8/14-9/29 - The school will offer an incentive program for students maintaining perfect attendance, such as participation in activities and the distribution homework passes on random school days, as evidence by the Attendance Bulletin and also those showing improved behavior throughout the first grading period. As a result, student academic achievement will show an increase and students will be motivated to attend school and classes regularly.

Person Responsible: Cheryl Kushi (pr6241@dadeschools.net)

By When: This action step will take place between August 14 and September 29, 2023.

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

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

According to the 2022-2023 District School Disciplinary Data by Grade Level, 46% of future grade six, seven and eight students received one or more disciplinary referrals. Based on the data and the identified contributing factors of: bullying and peer pressure, students struggling with focusing, managing emotions and conforming to school rules. We will implement the Targeted Element of Positive Behavior Support.

Measurable Outcome:

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

With the implementation of Positive Behavior Support systems, student disciplinary referral data for those with 1 or more disciplinary referral, will show a decrease of 5 percentage points, schoolwide, by June 2024.

Monitoring:

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

The school counselors will mentor individual students who have consistent behavior infractions and connect with them bi-weekly to reward or encourage behavior efforts through restorative circles. The school counselors will provide information to grade level team leaders to support students in additional restorative circles. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made to increase stakeholder accountability.

Person responsible for monitoring outcome:

[no one identified]

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.)

Positive Behavior Support (PBS) is one of the foremost advances in schoolwide discipline. Also, it is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of PBS for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing PBS, we aim to prevent and reduce disciplinary problems, enhance student engagement and academic achievement, foster a sense of belonging and well-being, and promote a positive school climate. This approach recognizes that students have diverse needs and that supporting their social-emotional development and behavioral skills is essential for their overall success.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29 - Implement a master schedule of school-wide incentive activities and awards for students making academic achievement and exhibiting a consistent pattern of positive behavior choices. As a result, student academic and behavior data will reflect an increase in achievement and student participation in positive behavior incentive activities.

Person Responsible: Lissette Burns (lisvaldes@dadeschools.net)

By When: This action step will take place between August 14 and September 29, 2023.

8/14-9/29 - Counselor's Corner will be implemented in the school cafeteria daily to encourage students to communicate and feel safe when approaching mental health coordinators, school counselors, and other staff in the building. As a result, restorative practices will reflect an increase in restorative circles and a decrease in student altercations.

Person Responsible: Zorida Brito-Miguez (zbrito@dadeschools.net)

By When: This action step will take place between August 14 and September 29, 2023.

8/14-9/29 - To increase student participation in school activities and increase student engagement, Students will begin completing the club registration forms to join a club or an extra-curricula activity. Clubs will also begin meeting to select their officers and or leaders and commence their activities. As a result, student participation in school-related activities will increase.

Person Responsible: Cheryl Kushi (pr6241@dadeschools.net)

By When: This action step will take place between August 14 and 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).

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**Grades 3-5: Instructional Practice specifically related to Reading/ELA****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**Grades 3-5 Measurable Outcomes****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.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

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

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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?

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

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 SWP to disseminate information to stakeholders includes:

- Host informational meetings or workshops for parents/guardians to explain the SIP, UniSIG budget, and SWP.
- Conduct staff meetings to provide updates on the implementation progress, challenges, and successes related to the SIP and SWP.
- Share detailed reports, presentations, and data analyses in a timely manner to keep staff informed about outcomes and adjustments.
- Regularly update the school website with detailed information about the SIP, UniSIG budget, and SWP.
- Send out automated phone calls, text messages, or app notifications to keep stakeholders informed of major developments and events.

School's Webpage: <https://www.highlandoaksmiddle.org/>

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 plans to build positive relationships with parents, families and other community stakeholders by:

- Create visually appealing posters or infographics summarizing the goals, actions, and benefits of the SIP and SWP.
- Utilize student-friendly language in written communications and announcements.
- Send out regular newsletters or emails detailing the progress, achievements, and upcoming initiatives related to the SIP and SWP.
- Maintain a dedicated section on the school website (www.highlandoaksmiddle.org).
- Offer opportunities for businesses and organizations to contribute to the school's efforts, whether through resources, mentorship, or partnerships.
- Provide translated materials in languages spoken by families to ensure inclusivity.
- Offer opportunities for parents to ask questions and seek clarification through virtual or in-person Q&A sessions.

School's Webpage: <https://www.highlandoaksmiddle.org/>

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

With the implementation of Differentiation, student data for those completing the ELA and Mathematics FAST PM Assessments will show an increase in proficiency of 10 percentage points, schoolwide, by June 2024. The Leadership Team will conduct quarterly data chats following FAST PM assessments. Weekly walkthroughs will be conducted to ensure that Standards-Aligned instruction is implemented daily with fidelity in whole group with a focus on Differentiated Instruction. The implementation of the evidence-based strategy Differentiation will provide lessons based on the standards/learning targets and student needs/learning styles by using flexible grouping, data-driven instruction, and developing teacher materials and assessment measures. Teachers will explicitly deliver planned lessons to guide students through the process of close reading and reading comprehension. Students will show evidence of mastery through their work samples and improvement from FAST PM1, PM2, and PM3.

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 plan is developed in coordination and integration with Project UPSTART, STEAM partnerships and the Florida Attorney's Office. Project UP-START, is the Education Program for Children and Youth Living in Transition in Miami-Dade. The program assists schools with the identification, enrollment and attendance of students in transition to help ensure their successful academic achievement. The core of the program is to prevent children and youth in transition from being stigmatized, separated, segregated, or isolated. STEAM partners visit the school a minimum of four times to provide information on nutrition and career and technical opportunities for advancement. The Florida Attorney's Office presents at the school to multiple classes on violence prevention.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00

4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

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

No