

Miami-Dade County Public Schools

LENORA BRAYNON SMITH ELEMENTARY



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Lenora B. Smith Elementary School's mission is to provide a high-quality academic program, along with data-driven interventions, that will continue to strengthen and increase student achievement, teacher performance, and community involvement.

Provide the school's vision statement

By creating a positive, stimulating, peaceful, and nurturing learning environment, with the support of all stakeholders, Lenora B. Smith Elementary will provide all students with a first-class education that will establish a strong academic foundation, serving as the basis for a successful academic career.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Nika Williams

Position Title

Principal

Job Duties and Responsibilities

The principal oversees all school operations, including daily school activities. She coordinates, monitors, and evaluates the curriculum program, manages, supports, and evaluates staff, as well as ensures a safe and productive learning environment for students and staff.

Leadership Team Member #2

Employee's Name

Shundra Colzie

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal ensures a safe, pleasant and effective educational atmosphere, provides discipline as necessary and enforces school policy. The assistant principal assists the principal in managing employees. She also supports the principal in setting the overall direction of the academic program as well as, coordinating and evaluating the resources staff within the school.

Leadership Team Member #3

Employee's Name

Valeria Victor

Position Title

Reading Transformation Coach

Job Duties and Responsibilities

The reading coach serves as a support system for ELA teachers and their students. She is responsible for utilizing current data, curriculum resources, and technological platforms to assist teachers in planning, implementing, and assessing ELA lessons. She is responsible for leading professional development workshops, modeling strategies and/or techniques for teachers, and conducting collaborative lessons. Furthermore, she is responsible for setting up and monitoring the intervention program, as well as the reading portion of all extended learning opportunities.

Leadership Team Member #4

Employee's Name

Darnell Porter

Position Title

Math Transformational Coach

Job Duties and Responsibilities

Our math instructional coach serves as a mentor, model, and resource to help math teachers implement high-yield teaching techniques during their instructional delivery. Math instructional coaches work in partnership with the math teacher to help them set and meet goals related to students' classroom progress. Furthermore, he is responsible for utilizing current data, curriculum resources, and technological platforms to assist teachers in planning, implementing, and assessing math lessons. Additionally, he organizes and monitors the math intervention program, as well as the math portion of all extended learning programs.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The Educational Excellence School Advisory Committee (EESAC) consists of representatives from each of the different groups of Stakeholders within the school. Meetings are scheduled and advertised at least four times a month to discuss the School Improvement Process. During these meetings, all components of the plan are reviewed and stakeholders are provided with an opportunity to give feedback and suggestions. During this time, questions can also be asked and answered, while procedures and actions can be clarified. In addition, these same opportunities are afforded at the Annual Title I Meeting and various parent meetings throughout the year.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Through daily walkthroughs, debriefings during collaborative planning, and instructional reviews, the leadership team will be able to monitor and evaluate the effectiveness of the action steps in the School Improvement Process. Information will be shared during collaborative planning, Faculty Meetings, EESAC Meetings, and parent meetings to share any changes made, solicit suggestions, and answer any questions that stakeholders may have.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	96.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	5	11	9	10	13				48
One or more suspensions	0	1	0	5	5	3				14
Course failure in English Language Arts (ELA)		2	6	23	21	28				80
Course failure in Math		3	6	19	16	28				72
Level 1 on statewide ELA assessment				16	25	37				78
Level 1 on statewide Math assessment				11	18	28				57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	16	24	40						82
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	5	5	16	11					37

Current Year 2024-25

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	3	10	25	22	39				99

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	4	9	21	0	0				38
Students retained two or more times	0	0	0	2	0	3				5

Prior Year (2023-24) As Last 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 school days	17	41	45	22	1	41				167
One or more suspensions						10				10
Course failure in ELA		2	19	21	6	1				49
Course failure in Math		1	9	8	3	7				28
Level 1 on statewide ELA assessment				19	12	17				48
Level 1 on statewide Math assessment				12	6	17				35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	3	16	15	15				50

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1	2	11						14
Students retained two or more times				2						2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	30	63	57	28	60	53	29	62	56
ELA Grade 3 Achievement **	26	63	58	27	60	53			
ELA Learning Gains	49	64	60				59		
ELA Learning Gains Lowest 25%	65	62	57				61		
Math Achievement *	39	69	62	44	66	59	42	58	50
Math Learning Gains	45	65	62				74		
Math Learning Gains Lowest 25%	58	58	52				68		
Science Achievement *	47	61	57	26	58	54	29	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	65	64	61	38	63	59	46		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	424
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
47%	39%	51%	36%		48%	52%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	25%	Yes	5	2
English Language Learners	48%	No		
Black/African American Students	38%	Yes	2	
Hispanic Students	49%	No		
Economically Disadvantaged Students	44%	No		

2022-23 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%
Students With Disabilities	26%	Yes	4	1
English Language Learners	38%	Yes	1	

2022-23 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%
Black/African American Students	31%	Yes	1	1
Hispanic Students	39%	Yes	1	
Economically Disadvantaged Students	38%	Yes	1	

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%
Students With Disabilities	35%	Yes	3	
English Language Learners	51%	No		
Native American Students				
Asian Students				
Black/African American Students	48%	No		

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%
Hispanic Students	53%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	52%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	30%	26%	49%	65%	39%	45%	58%	47%					65%
Students With Disabilities	13%		35%		17%	35%							
English Language Learners	23%	18%	50%	67%	38%	54%	69%	47%					65%
Black/African American Students	34%	26%	52%		34%	35%		47%					
Hispanic Students	25%	23%	48%	68%	42%	52%	71%	47%					65%
Economically Disadvantaged Students	29%	19%	46%	57%	34%	41%	42%	52%					73%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	28%	27%			44%			26%					38%
Students With Disabilities	15%				37%								
English Language Learners	28%	38%			44%			8%					71%
Black/African American Students	28%	23%			42%			32%					
Hispanic Students	28%	35%			46%			17%					70%
Economically Disadvantaged Students	28%	26%			47%			23%					68%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	29%		59%	61%	42%	74%	68%	29%					46%
Students With Disabilities	25%		56%		30%	56%		10%					
English Language Learners	30%		63%	54%	47%	80%	69%	22%					46%
Native American Students													
Asian Students													
Black/African American Students	27%		56%	70%	37%	72%		28%					
Hispanic Students	33%		67%	58%	50%	75%	62%	29%					46%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	30%		60%	62%	42%	74%	70%	29%					50%

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	24%	56%	-32%	55%	-31%
Ela	4	21%	55%	-34%	53%	-32%
Ela	5	33%	56%	-23%	55%	-22%
Math	3	33%	65%	-32%	60%	-27%
Math	4	26%	62%	-36%	58%	-32%
Math	5	41%	59%	-18%	56%	-15%
Science	5	38%	53%	-15%	53%	-15%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The academic component that displayed the most improvement is in the area of science. There was a 15% increase in proficiency from 23% in 2023 to 38% in 2024. This increase in proficiency was correlated to the implementation of the EduSmart program as an intervention tool, as well as targeted tutoring in the morning and afternoon extended learning programs. Furthermore, there was a noticeable shift from teacher-led instruction to student collaboration and inquiry.

Lowest Performance

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 displaying the lowest performance in 2024 was in ELA. In 2024, we obtained 26% proficiency. This was 27% lower than the district average and 9% lower than the tiered schools' average. Factors that contributed to this performance stemmed from a late start in differentiated instruction, scheduling of intervention, inconsistent feedback and product reviews, and the ineffective use of the instructional block. In addition, inconsistent data tracking of all stakeholders, inconsistent incentives, and student/staff attendance were also factors. Furthermore, the alignment and focus of leadership team meetings, collaborative planning sessions, administrative walk-throughs, and data tracking were inconsistent in ensuring that all parties used the same lens to reach our targeted goal.

Greatest Decline

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

The data component displaying the greatest decline from the previous year was our math proficiency. There was a 9% decrease in proficiency from 42% in 2023 to 33% in 2024. One of the major contributions to this decline was the large decrease in 4th grade proficiency, where we dropped from 51% in 2023 to 26% in 2024. Several factors contributed to this decline ranging from teachers new to the grade level to the effectiveness of the instructional delivery. In addition, the implementation of differentiated instruction did not occur at the beginning of the year, as well as inconsistent feedback among all stakeholders. Furthermore, inconsistent incentives and time dedicated to whole group instruction factored in as well.

Greatest Gap

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 that displayed the biggest gap when compared to the state was 4th grade overall. In both reading and math, there was a 32% difference between the performance of the school and the state. In reading, the state displayed 53% proficiency, while the school displayed 21%; and in math, the state displayed 58% proficiency, while the school displayed 26%. The factors that contributed to this gap was the placement of new teachers to the grade levels, whom all required professional development in either content, instructional delivery, and/or classroom environment. In addition, incentives, feedback, and data chats did not occur with fidelity throughout the year.

EWS Areas of Concern

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

Student Attendance – 62% of our students displayed 11 or more absences as compared to the tiered average of 57%.

Retention Percentage - 12% of our students were retained which is well over the district average of 2% and the tiered average of 1%.

Highest Priorities

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

- a. 4th Grade Reading Proficiency
- b. 3rd Grade Reading Proficiency
- c. 5th Grade Math Proficiency
- d. Increasing Attendance
- e. Strengthening Primary Grade Instruction

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-24 FAST PM3 data, 26% of our 3rd- 5th grade students were proficient in ELA compared to the state average of 54% and the district average of 53%. Based on this data and the identified contributing factors of a late start in differentiated instruction, scheduling of intervention, inconsistent feedback and product reviews, and the effective use of the instructional block, we will implement the Targeted Element of Small Group-Instruction. This targeted element will support the other contributing factors, which includes inconsistent data chats with all stakeholders, limited incentives, and inconsistent student and staff attendance. If affected student learning through the unalignment and focus of leadership team meetings and collaborative planning sessions, administrative walk-throughs, and inconsistent data tracking to ensure that all parties were using the same lens to reach our targeted goal.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Flexible/Strategic grouping, 40% of the 3rd-5th grade students will perform proficient on the Reading section of the FAST PM3 by May 30, 2025 as compared to the 26% proficiency level in 2024 resulting in a 13% increase.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership Team will conduct quarterly data chats with teachers, adjust DI and Intervention groupings based on current data, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly small group lesson plans for indication of standards-aligned data driven instruction for all students. Data analysis of formative assessments of all students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to

ensure students are demonstrating growth on remediated standards. Extended learning opportunities which will serve as another layer of reinforcement, will be provided to all students specifically to those not showing growth on OPMs.

Person responsible for monitoring outcome

Ms. Williams-Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

By utilizing Flexible grouping strategies to meet curricular goals, teachers are able to better engage students and respond to their individual needs. Utilizing teacher-led and student-independent groups contribute to learning, but the grouping decisions are based on the on-going progress monitoring data. These interventions allow teachers to sum-up conclusions from individual groups and remediate taught lessons, while meeting the learning needs of both the large and small groups. These student independent groups allow for divergent thinking and encourage students to take responsibility for their own learning.

Rationale:

Informally organizing and reorganizing students bi-weekly throughout the school year to reinforce taught benchmarks which will support the learning of all students for literacy proficiency. Different flexible grouping methods are used to achieve curriculum objectives, engage students, and address their individual needs. These strategies help teachers address individual performance issues without the drawbacks of fixed ability grouping. Both teacher-led and student-independent groups contribute to learning, but decisions about grouping should consider the unique dynamics of each type. Teacher-led groups, such as whole-class, small group, or individual instruction, are common and effective for introducing new strategies, summarizing insights from small groups, meeting the collective needs of students, and providing individual attention. Student-independent groups, on the other hand, allow students to collaborate with each other, increasing engagement, which provides opportunities for higher-order thinking which promotes critical thinking.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Create an in house data tracker, which will be accessible by both the teacher and leadership team.

Person Monitoring:

Valeria Victor

By When/Frequency:

September 27, 2024/Once

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data Trackers will be shared with all teachers by the leadership team. Teachers will be asked to review the tracker to ensure that all assigned students are located on their spreadsheet. During the first collaborative session, and-through, the leadership team will ensure that the initial student groups are aligned to the students' 2024 State Assessment data.

Action Step #2

Data trackers will be reviewed weekly during collaborative planning.

Person Monitoring:
Valeria Victor

By When/Frequency:
September 27, 2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning the instructional coach will review the data tracker to monitor student performance and select individualized activities based on the data to be conducted in the centers for the upcoming week.

Action Step #3

The Leadership Team will conduct daily walkthroughs to monitor planned activities during collaborative planning being implemented during the instructional block. Feedback will be provided to both the teacher and instructional coach.

Person Monitoring:
Nika Williams

By When/Frequency:
September 27, 2024/Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The leadership team will conduct daily walkthroughs to ensure that the planned activities from the collaborative planning sessions are being implemented during the instructional block. After each walk-through, constructive feedback will be provided to both the teacher and instructional coach.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the PowerBI platform, we will implement Differentiation based on the data and the identified contributing factors of unaligned scheduling of instructional support and the inconsistency of incorporating taught strategies.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of differentiated instruction, 42% of our SWD subgroup will perform proficient

on the 2025 Reading State Assessment as compared to the 11% from the 2024 State Assessment, which is a 31% increase.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

By implementing Differentiated Instruction, students will utilize different avenues to acquire content, processing instruction, make connections, and make instructional adjustments to learn effectively, regardless of differences in ability. To monitor the effective implementation of this targeted element, the leadership team will participate in weekly collaborative meetings to be familiar with the planned lessons. Additionally, the leadership team will conduct daily walk-throughs to evaluate the alignment of the activities to the groups as well as the fidelity of the instruction taking place in the small groups.

Person responsible for monitoring outcome

Nika Williams- Weekly

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Differentiated Instruction is a framework for effective teaching that involves providing different students with different activities to learning acquiring content, make sense of ideas pushing them towards meeting their grade level. During this process, materials and assessment are developed so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale:

Our students with Disabilities benefit from reinforcing the consistent use of the Universal Design for Learning Strategies. Small group instruction provides a smaller teacher to student ratio, which not only allows the teacher to meet the student at their instructional level, but gives the SWD teacher another opportunity to ensure that students are actively utilizing the strategies. It also provides another opportunity for the SWD teacher to identify and address any misconceptions the students may have with the taught benchmark, and that misconception will also be shared with the homeroom teacher. Through the effective and consistent implementation of small group instruction, students can progressively decrease the achievement gap that exists between them and their peers.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

A push-in schedule including the ELL teachers and teachers of SWD, will be created for all instructional personnel.

Person Monitoring:
Nika Williams-Principal

By When/Frequency:
September 27, 2024/Annually

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

SWD teachers will be scheduled to push-in to identified DI groups to ensure that students are utilizing taught strategies that assist them with accessing their lessons. The leadership team will conduct daily walk-throughs to ensure that the identified personnel are utilizing the identified resources and strategies with these students during the small group sessions.

Action Step #2

Identifying and addressing student misconceptions for each benchmark.

Person Monitoring:
Shundra Colzie, Assistant Principal

By When/Frequency:
September 27, 2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will identify common mistakes and misconceptions that will be addressed during small group rotations while implementing students individual goals based on their IEP. During collaborative planning, these misconceptions will be discussed to identify activities that will assist students in clearing up these misconceptions and the leadership team will conduct daily walk-throughs to identify and assess these activities in action.

Action Step #3

Teachers will implement consistent scaffolding throughout whole group and small group lessons to support students in reinforcing their pre-requisite skills for the lessons being taught.

Person Monitoring:
Valeria Victor-Reading Coach

By When/Frequency:
September 27, 2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning, the instructional coach will assist the teachers in selecting scaffolding questions that can be utilized to guide the lesson. As classrooms are supported by the instructional coach, these questions will be listened for during the lesson and feedback will be provided. Students will be provided with their designated accommodations as well as scaffolding techniques to ensure that they are met at their instructional level.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining

how it was identified as a crucial need from the prior year data reviewed.

Academic Vocabulary Instruction provides students with a stronger foundation of the content being taught. When students are exposed to diverse text and able to interact with different words, it builds their knowledge base and they can then apply the words they know to better understand different texts, as well as questions that are presented to them. As we reviewed the 2024 PM3 STAR data, it was noted that 15% of the students were proficient in this domain, and as stated earlier, a stronger vocabulary strengthens all areas of reading and they can then apply the words they know to better understand different text.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The instructional practice of Academic Vocabulary Instruction will be implemented and observed during bell ringers, whole group and small group instruction via activities such as graphic organizers, word walls, and guided questioning.

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

The instructional practice of scaffolding will be implemented and observed during whole group instruction as the teachers utilize prepared questions to determine how the students are comprehending the story. These scaffolding question will be asked at random to ensure that all students are engaged and abreast of what the text is about.

Grades K-2: Measurable Outcome(s)

By implementing the instructional practice of Academic Vocabulary, 40% of our kindergarten - second grade students will score proficient on 2025 STAR PM3 in May 2025. This will be a 9% increase as compared to the 2024 STAR PM3.

Grades 3-5: Measurable Outcome(s)

By implementing the instructional practice of Scaffolding, 40% of our third - fifth grade students will score proficient on the 2025 FAST PM3 in May 2025. This will be a 10% increase as compared to the 2024 FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our areas of focus will be monitored during collaborative planning, daily walkthroughs, and product reviews. As the area of focus monitored, feedback will be provided to the instructional coach, teacher, and students. This feedback will provide all stakeholders with suggestions on how to strengthen the practices while aligning it to individual student data. By providing this support and feedback via the monitoring process, we expect to see a positive impact on individual student data throughout the

year.

Person responsible for monitoring outcome

Nika Williams, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

In grades K-2, the evidence based intervention that will be incorporated is Academic Instruction. This strategy allows students to improve their vocabulary skills, which is one of the major foundations of reading. Academic vocabulary will be seen throughout the lesson to build students' vocabulary banks by associating words with the text and content. This will be seen visually and heard in dialogue within the class. In grades 3 - 5, the evidence based intervention that will be implemented is Before, During, and After (BDA) reading strategies. These strategies will assist students in becoming more strategic readers by engaging them in activities that will allow them to dissect and understand the text from its introduction, allowing them to be better equipped to answer questions pertaining to the text.

Rationale:

As Lenora B. Smith aims to increase reading proficiency throughout the building, our primary grades serve as a foundation to this charge. Equipping students with a strong vocabulary foundation supports students' fluency and comprehension because they can identify words in and out of text. To monitor this practice, the leadership team will conduct daily walkthroughs to observe the use of strategies such as word walls, identify different graphic organizers or activities being utilized, and listen to dialogue for the use of these words. Students begin with activities that allow them to preview the text, then participate in activities such as annotations, and finally dissecting questions after reading the text. As we strive to increase proficiency, the team recognized the need for students to learn strategies that will assist them in dissecting the text on their own. Equipping them with a method that allows them to use what they know to understand the text better will support them in answering questions about the text.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

During collaborative planning, the reading transformational coach will guide teachers in implementing the intervention practices in the weekly lessons.

Person Monitoring:

Nika Williams, Principal

By When/Frequency:

September 27, 2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The principal will participate in collaborative planning to identify the planning and implementation of these selected strategies in the lesson plans for the upcoming week.

Action Step #2

Teachers will implement the plans and instructional practices during the instructional block that were created during collaborative planning.

Person Monitoring:

Nika Williams, Principal

By When/Frequency:

September 27, 2024/Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The leadership team will monitor this practice through daily walk-throughs and product reviews. In both of these activities, one should be able to identify the implementation of these taught strategies by the student in their daily assignments.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the Student Attendance District/Tiered Comparison Data in 2023, 56% of our students were absent for 11 -31+ days. Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency on state and progress monitoring assessments. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of incentives and rewards and the continued assistance of the HERO program, we will reduce student absences by 10% which will result in a 4% absent rate of students obtaining more than 31 days absent.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership Team along with the Attendance Review Committee (ARC and HERO representative) will connect with families who struggle with attendance and identify the root cause for absences, creating a plan of action to ensure students improvement in attendance. The ARC will meet biweekly to monitor absences and plan regular student incentives to promote attendance. Furthermore, monitor the Truancy Intervention Report will be monitored on a weekly basis with an emphasis on attendance trends for students with excessive absences. Home visits and address verification will be conducted by the Community Involvement Specialist; and truancy packets and meetings with parents will be held accordingly by the ARC Team and HERO representative. 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 as necessary. Also, a designated bulletin board will be used to highlight homerooms with perfect Attendance. Homerooms with the most perfect attendance record will be recognized and awarded each month.

Person responsible for monitoring outcome

Jacqueline Thomas- Counselor Weekly

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Strategic Attendance Initiatives allows for student absences to be closely monitored and tracked. It involves the use of all resources to improve student attendance, such as regular phone call and meetings with parents, visits to home as necessary, providing counseling and referrals to outside agencies, as well as consistent initiatives being put in place to encourage better attendance.

Rationale:

Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards. It will also provide students with extrinsic rewards serving as amotivation factor.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Host parent meetings that includes and stresses the importance of attendance.

Person Monitoring:

Nika Williams-Principal

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Schedule parent meetings which include current attendance data and information regarding the schoolwide attendance plan.

Action Step #2

Schedule parent conferences of students with excessive absences from the 2023-2024 school year.

Person Monitoring:

Shundra Colzie-Assistant Principal

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance data from last year will be reviewed to identify any student who accumulated 20 or more absences and administrative conferences will be scheduled to discuss the effects of the absences as well as to offer support.

Action Step #3

Create an attendance plan

Person Monitoring:

Jacqueline Thomas- Counselor

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Devise, share and implement a plan that highlights students attendance at school providing incentives that promote students coming to school on a regular basis.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Lenora B. Smith Elementary – Home of the Gators (lenorabsmithelementary.net)

Lenora B Smith will disseminate the SIP by discussing the plan during the EESAC meetings to obtain any feedback that stakeholders may have. In addition, a flyer will be sent home to inform parents that they will be able to view the plan on the school website or they can request a copy in the office.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Lenora B. Smith Elementary – Home of the Gators (lenorabsmithelementary.net)

Lenora B. Smith's staff plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission. We will strengthen our relationships by maintaining open lines of communication through talking with all stakeholders at our Opening of School's Meet & Greet, Open House/Title I Parent Meetings, monthly EESAC meetings, and monthly PTA meetings. In addition, parent conferences, parent data chats, parent surveys, and administrative teas will take place to have these conversations in smaller or individual sessions.

Plans to Strengthen the Academic Program

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. (ESEA Section 1114(b)(7)(ii))

Lenora B. Smith will incorporate and monitor Differentiated Instruction practices and establish and implement Instructional Frameworks, and scaffolded instruction to support and strengthen the academic program. Through active participation in collaborative planning, providing constructive feedback from daily walkthroughs, engaging in regular data chats, and conducting scheduled product reviews, our school will be able to determine when and what revisions need to be made to ensure that the selected strategies are effective and being implemented with fidelity.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Lenora Braynon Smith Elementary also coordinates with the Educational Transformation as an ATSI school to serve as a second lens of monitoring our practices through activities such as instructional reviews. In addition, the leadership team actively communicates with the school counselor, community involvement specialist, and Mental Health Coordinator to assist students who may need external supports, such as assistance with food and housing through Project Upstart. Furthermore, students and families for students may be referred to outside agencies for social and/or mental support. Ensuring, that the whole child is being serviced and supported allows Lenora B. Smith Elementary to assist our students in strengthening the outside factors that may affect their academic progress limiting proficiency. Therefore, this extra support reinforces our practices and interventions to allow students to meet their maximum potential.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

Teachers and support staff refer students to the counselor and/or mental health coordinator when a student is displaying warning signs. If it is an emergency, the student is addressed by student services immediately. If it is not an immediate threat, the student services team schedules a time to meet with the student that will limit the amount of interrupted instructional time. An overview of the cases are discussed at our leadership team meetings to identify if any other services are needed or if there is any information that teachers or staff should be aware of.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Lenora Braynon Smith Elementary prepares our students for post-secondary opportunities and the workforce by broadening their knowledge of different careers through activities such as career day, social studies projects, and virtual and physical field trips.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Lenora Braynon Smith implements a school-wide behavior plan, which all students are expected to follow and understand the rewards, as well as the consequences. In the event, a student breaks a rule or goes against the Student Code of Conduct, teachers and/or staff members have student conferences to address the behavior. The next intervention includes support from the counselor and engaging in a behavior contract, if needed. Our tiered level of support then moves on to engaging in parent conferences, which include the student being present. Furthermore, students may be assigned a detention, lose privileges from extra curricular activities, and/or placed in a temporary location away from their class. Lenora B. Smith Elementary provides numerous interventions and strategies before resorting to suspensions. We exhaust all efforts to keep students in school to participate in

lessons.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

Our reading and math transformational coaches will conduct mini-professional developments during collaborative planning sessions, faculty meetings, and in-class modeling. In addition, teachers will be able to share best practices during faculty meetings and teachers can in turn implement them in their class. Lenora Braynon Smith also engages in data chats, where teachers can discuss or can be exposed to different strategies or interventions that support an area of need. To assist in retaining the teachers, the leadership team distributes a survey in which teachers can list what areas they need support in to fine tune their craft. Professional development sessions hosted by the school on teacher planning days are geared towards the identified areas of need.

Strategies to Assist Preschool Children

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

Lenora Braynon Smith Elementary pre-kindergarten students and their teachers participate in Transition to Kindergarten activities, where the students are exposed to a period of the day in the kindergarten class. This allows the pre-kindergarten class to get a snapshot of what they are to expect the upcoming year. In addition, interactive parent workshops are conducted by the instructional coaches and the kindergarten teachers to provide parents with strategies and activities to do with their child as they prepare them for kindergarten.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

During collaborative planning, resources that are being utilized for the upcoming week will be identified and discussed, along with the activities that will be completed, and which benchmarks are being addressed. As the leadership team conducts the daily walkthroughs, the resources will be looked for and looked through to ensure that students are utilizing them in the manner that was discussed during planning. Technology platforms will also be monitored to ensure that students are utilizing them consistently and with fidelity. As student, parent, and teacher data chats are conducted, resources will be reviewed to identify how the student work aligns to the student performance.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The resources to be reviewed will consist of the Wonders curriculum, Best Standards for Math workbooks, Ellevation workbooks, anchor charts, iReady and Reflex Math platforms, journals, and DI folders. It is important to review these resources on a regular basis, as it provides information regarding the content that was covered, the level of rigor that was requested, the pacing of the lessons, the alignment to the benchmarks, and any commonalities among students. These items are reviewed daily through classroom walk-throughs, weekly during collaborative planning, bi-weekly during leadership meetings, and monthly during faculty meetings and data chats.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00