Ludlam Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Ludlam Elementary School

6639 SW 74TH ST, South Miami, FL 33143

http://ludlam.dadeschools.net/

School Board Approval

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

SIP Authority

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

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

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

To provide all students with an excellent instructional program in which their individual needs are met by qualified teachers who utilize effective teaching practices in order for every student to be prepared to compete in a global society.

Provide the school's vision statement.

Ludlam Elementary aims to provide a quality education where all students will reach their full potential within a caring, secure environment.

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
Carrasco Perez , Laura	Principal	Establishes a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Ascertains that the School Leadership Team is implementing RtI and ensures implementation of intervention support and the maintenance of all documentation. Secures adequate professional development to support RtI implementation, and communicates with staff and parents regarding school-based RtI plans and activities.
	Assistant Principal	Assists the principal in the establishment of a common vision for the implementation of data-driven instruction and the use of data based decision-making. Aides the principal in the supervision of the RtI team and its implementation of all processes. Supports the principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff and parents regarding school-based RtI plans and activities.
Gonzalez, Martha	Other	The school media specialist operates and manages the school's Library/Media Center through the use of electronic and computerized library systems. Tasks include operating computers to access books, periodicals and film catalogues. Maintaining Library/Media Center facilities and resources, including the timely return of materials to the shelves and the orderly arrangement of such materials. Maintains database of bibliographies, videos and equipment; reserves books, periodicals and other library materials for instructional personnel. Provides assistance to students and staff in locating and/or using library resources, audio-visual equipment and computers. Assists with yearly inventory of media materials and equipment and preparation of inventory report. In addition, the media specialist ensures students are checking out books at their identified reading levels and exposing students to an array of reading materials and selections.
Alvarez, Sonia	School Counselor	A school counselor's responsibilities encompass a broad spectrum of support for students' academic, personal, and emotional growth. They guide students in setting educational and career goals, providing advice on course selection and study skills. Additionally, counselors offer individual and group counseling to address personal challenges, such as peer relationships, self-esteem, and emotional well-being. They collaborate with teachers, parents, and administrators to advocate for students' needs and provide crisis intervention when necessary.
Salgado, Carmen	Teacher, K-12	Teachers play a pivotal role in education by nurturing students' intellectual and personal development. They design and deliver engaging lesson plans that cater to diverse learning styles, ensuring students grasp academic concepts. Teachers create supportive classroom environments that foster respect, cooperation, and active participation. They assess students' progress, provide constructive feedback, and adapt teaching methods to individual needs. Beyond academics, teachers guide students in building essential life skills,

Name	Position Title	Job Duties and Responsibilities
		encouraging critical thinking, creativity, and effective communication. Additionally, teachers collaborate with parents, administrators, and colleagues to enrich the overall educational experience and contribute to a well-rounded education.

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.

At the end of the 2022-2023 school year, surveys were sent and completed by teachers, parents, and students regarding both academic and cultural aspects of the school year to receive feedback. Our administrative team spoke with parents, families, business owners and community leaders about the progress and potential growth of Ludlam Elementary. During the summer of 2023, our leadership team met and discussed both the qualitative and quantitative feedback received from all stakeholders. The data obtained was analyzed thoroughly and the areas of need were prioritized and identified. The action steps were developed with intentionality to ensure they are followed with fidelity.

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

The SIP will be regularly monitored bi-weekly and discussed during leadership team meetings throughout the school year. Data will be collected and consistently disaggregated and monitored to ensure the action steps are showing positive progress. After consistently implementing the action steps, the school will revise the plan, if necessary, to ensure continuous improvement. If changes are needed, based on data and/ or feedback from stakeholders, the leadership team will follow the process listed above and make the adjustments needed.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	77%
Charter School	No
RAISE School	No

ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	5	5	3	1	1	3	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	3	2	1	1	6	0	0	0	13
Course failure in Math	0	2	1	5	1	10	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	14	13	11	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	5	6	10	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	10	11	15	13	17	0	0	0	81

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	1	1	9	6	13	0	0	0	30

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	1	0	0	6	0	0	0	0	0	7
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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	8	3	2	4	1	1	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	8	6	2	3	0	0	0	21
Course failure in Math	0	2	2	3	2	3	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	9	11	7	0	0	0	27
Level 1 on statewide Math assessment	0	0	0	5	12	6	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	14	12	14	9	0	0	0	55

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	4	1	6	10	6	0	0	0	27

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	8	3	2	4	1	1	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	8	6	2	3	0	0	0	21
Course failure in Math	0	2	2	3	2	3	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	9	11	7	0	0	0	27
Level 1 on statewide Math assessment	0	0	0	5	12	6	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	14	12	14	9	0	0	0	55

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	4	1	6	10	6	0	0	0	27

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	66	60	53	67	62	56	52		
ELA Learning Gains				75			52		
ELA Lowest 25th Percentile				60					
Math Achievement*	76	66	59	72	58	50	52		
Math Learning Gains				71			26		
Math Lowest 25th Percentile				80					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	62	58	54	72	64	59	19		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	69	63	59	67			60		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	564
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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%
SWD	47			
ELL	65			
AMI				
ASN				
BLK	48			
HSP	70			
MUL				
PAC				
WHT				
FRL	62			

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	48			
ELL	80			
AMI				
ASN				
BLK	48			
HSP	78			
MUL				
PAC				
WHT				
FRL	68			

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)

2022-23 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	66			76			62					69
SWD	44			50							2	
ELL	53			84			67				5	69
AMI												
ASN												
BLK	59			41			45				3	
HSP	65			84			63				5	69
MUL												
PAC												
WHT												
FRL	69			63			40				5	70

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	67	75	60	72	71	80	72					67
SWD	39			56								
ELL	72	86		88	79		86					67
AMI												
ASN												
BLK	44	61		30	56							
HSP	74	79		87	76		88					65
MUL												
PAC												
WHT												
FRL	65	73	57	69	67	79	67					64

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	52		52	26		19					60
SWD	10			28								
ELL	52	40		59	10							60

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
AMI												
ASN												
BLK	28			26								
HSP	60	63		59	24		18					62
MUL												
PAC												
WHT												
FRL	46	46		50	24		18					57

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	55%	56%	-1%	54%	1%
04	2023 - Spring	63%	58%	5%	58%	5%
03	2023 - Spring	53%	52%	1%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	72%	63%	9%	59%	13%
04	2023 - Spring	74%	64%	10%	61%	13%
05	2023 - Spring	66%	58%	8%	55%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	55%	50%	5%	51%	4%

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 that showed the lowest performance was fifth grade science proficiency. 55% of students demonstrated proficiency on the 2023 Florida Standards Science Assessment (FSSA). This data aligned with the students ELA proficiency from the 2022 and 2023 school year, demonstrating the lowest performance in ELA proficiency the last two years for the school.

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

The data component that showed the greatest decline in comparison to the prior year was science proficiency. Science performance was 74% in 2022 and 55% in 2023. The 2023 fifth grade cohort had a reading proficiency of 56% in comparison to the 2022 fifth grade cohort, which had a reading proficiency of 81% and is the major factor that contributed to this decline.

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 components for ELA, Mathematics, and Science proficiency met or were above the state average. In ELA, the school achieved a 57% proficiency in comparison to the state which achieved 54% proficiency. In mathematics, the school achieved 71% proficiency in comparison to the state which achieved 58% proficiency. In science, the school achieved 55% in comparison to the state which also achieved 55%. The factors that contributed to this included data analysis and differentiated instruction.

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

The data component that showed the most improvement was mathematics proficiency, specifically in fourth grade. In 2022, the fourth grade math proficiency was 61%. In 2023, the fourth grade math proficiency was 74%. In mathematics, technology time was built into the master schedule and that allowed students to complete the requirements of iReady. Additionally, afterschool math tutoring was offered to students. Students were motivated and incentivized to achieve proficiency on district topic assessments via "The Dolphin Store", which includes tangible small items for students as rewards.

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

According the EWS data, the potential area of concern is attendance. Although attendance has improved from the 21-22 school as compared to the 22-23 school year, there are still 13 current students that had below 90% attendance last school year.

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

Ranking the school's priorities from 1-4, '1' being the highest priority and '4' being the lowest priority:

Priority #1: Third Grade Reading Proficiency (Rationale: Due to the newly added component of the school grade calculations, 3rd grade reading proficiency is the highest priority.)

Priority #2: Fifth Grade Science Proficiency (Rationale: Due to the 7% decrease in the percent of overall students that achieved proficiency from the prior school year, it is imperative that science instruction is an area of focus to achieve our school's end of year goal.)

Priority #3: Benchmark Aligned Instruction for All Content Areas: (Rationale: Due to the newly adopted standards/ benchmarks, it is of vital importance to ensure all resources used are aligned and instruction meets the complexity levels of each standard/ benchmark.)

Priority #4: Student Attendance (Rationale: Although the number of students with attendance below 90% has decreased from 19 to 13, attendance continues to be an area of concern. Students that do not attend school daily are not receiving the necessary instruction to achieve proficiency in all subject areas. Monitoring and incentivizing student attendance is of high importance.)

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 PM1 data 64% of third grade students were proficient in ELA as compared to the school average of 70% proficiency. Based on the data and the identified contributing factors of: a high percent of ELL students with a DESUS date of over 2 years. Student readiness levels limit the ability to master grade level standards and to reach state proficiency levels. As a result we will implement the targeted Element of Differentiated Instruction in 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 the Differentiated Instruction, 67% of the third grade students will score a 3 or higher on the FAST PM3 for the 2023-2024 school year.

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

Weekly walkthroughs will be conducted by administration and Reading Coach with a focus on Differentiated Instruction. Observations will be made to ensure a variety of instructional materials are used that align to the identified needs of the students. Differentiated Instruction will be targeted and data driven.

Person responsible for monitoring outcome:

Laura Carrasco Perez (lcarrasco@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.

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 methods benefits a wide range of students.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

During the week of 9/18/23 - 9/22/23, we will utilize ELA PM1 Data to identify students area of needs. Specifically, review third grade ELA data to create differentiated instructional groups. As a result, teachers will utilize the data to address the needs of each student by matching the area of need with the resources and strategies implemented.

Person Responsible: Martha Gonzalez (migonz@dadedschools.net)

By When: 9/18/23 - 9/22/23

Between 8/14/23 and 9/29/23, facilitate collaborative planning to plan for differentiated instruction (DI). As a result, teachers will have lesson plans that reflect differentiation within the whole group instruction as well as within small groups.

Person Responsible: Martha Gonzalez (migonz@dadedschools.net)

By When: 8/14/23 and 9/29/23

Between 8/14/23 and 9/29/23, provide interventions to ensure all students are appropriately placed in appropriate intervention groups to provide additional support in reading instruction. As a result, teachers will help to close the academic gaps for students.

Person Responsible: Martha Gonzalez (migonz@dadedschools.net)

By When: 8/14/23 and 9/29/23

#2. Instructional Practice specifically relating to Science

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

According to the 2022-2023 FSSA data, 65% of 5th grade students achieved proficiency in science, as compared to 72% in the 2021-2022 school year. Based on this data finding and the identified contributing factors of students lacking fairgame benchmark content knowledge and the number of low proficient readers. We will implement the Targeted Element of Data-Driven Instruction in science, specifically third through fifth grade.

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

With the implementation of Data-Driven Instruction, 72% of the fifth grade students will score a level 3 or above on the FSSA for the 2023-2024 school year.

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

Weekly walkthroughs will be conducted by administration with a focus on Data-Driven Instruction. Observations will be made to ensure data is aligned to the identified benchmarks and ensure benchmarks are being targeted weekly and remediated with fidelity.

Person responsible for monitoring outcome:

Laura Carrasco-Perez (pr3061@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.)

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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

Data-Driven Instruction is essential to target specific benchmarks to help students master science benchmarks to reach proficiency. Based on the weekly analysis of student data, it will drive the decisions and resources utilized to meet the needs of students, to ensure all instruction is strategic and intentional. By scaffolding the use of resources and strategies, and creating Instructional Focus Calendars, teachers will be able to target specific benchmarks, based on data outcomes, to increase student mastery of the state benchmarks.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

During the week of 9/4/23 - 9/8/23, the science district baseline will be administered and used to establish students' science content knowledge. The data will be analyzed to ensure fifth grade students are proficient in fairgame benchmarks. As a result, a plan of action will be developed to ensure low proficient benchmarks are remediated.

Person Responsible: Asia Fernandez (afernandez0661@gmail.com)

By When: 9/4/23 - 9/8/23

From 9/2/23 through 9/29/23, after administering science topic assessments, data will be analyzed weekly to identify and target specific benchmarks needing remediation, with the utilization of J&J Speedbag books and daily bellringers. As a result, the teacher will be able to remediate secondary and fairgame benchmarks.

Person Responsible: Asia Fernandez (afernandez0661@gmail.com)

By When: 9/2/23 - 9/29/23

From 9/2/23 through 9/29/23, utilize daily demonstrations to address any deficiency in content, based on data analysis. As a result, teachers will be able to provide real-world examples of science concepts.

Person Responsible: Asia Fernandez (afernandez0661@gmail.com)

By When: 9/2/23 - 9/29/23

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

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, 71% of third through fifth grade students were proficient in math, as compared to 72% proficiency in the 2021-2022 school year. Based on the data and the identified contributing factors of: providing differentiated instruction and aligning instructional resources to the BEST standards. Student readiness levels contributed to the ability to meet grade level tasks. In order to maintain high proficiency levels in mathematics, we will continue to target the element of benchmark-aligned instruction.

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

With the implementation of benchmark-aligned instruction, at least 80% of students will score a level 3 or higher on the math FAST PM3 for the 2023-2024 school year.

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

Weekly walkthroughs, with the intention of the analysis of student work products, will be conducted by administration with a focus of benchmark-aligned instruction. Observations will be made to ensure the resources utilized are benchmark-aligned and instruction meets the rigor of the the achievement level descriptors (Level 3 or above). Data from topic assessments will be monitored to ensure students are on track for proficiency.

Person responsible for monitoring outcome:

Laura Carrasco-Perez (pr3061@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.)

Benchmark-aligned instruction typically refers to the process of ensuring that various elements of an educational program or curriculum are consistent and work together effectively. This alignment may involve aligning learning objectives with assessments, instructional materials, and teaching strategies to create a cohesive and effective educational experience.

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

Since the FAST assessments are benchmark-aligned, instruction should also be benchmark-aligned. The practice of aligning learning to benchmarks also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track. If benchmarks are aligned to instruction, student proficiency will be maintained or increased as compared to the previous school year.

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.

During the week of 8/7/23 through 8/11/23, facilitate a benchmark-aligned instruction PD to teachers. As a result, teachers will gain insight of the need to ensure instruction meets the rigor/ complexity of a benchmark and is within the content limits of the state benchmarks.

Person Responsible: Asia Fernandez (afernandez0661@gmail.com)

By When: 8/14/23 - 9/29/23

From 9/2/23 through 9/29/23, administer topic assessments, according to the district's topic assessment pacing calendar, to monitor data and provide remediation as needed. As a result, data will be monitored and analyzed frequently to address the academic needs of students.

Person Responsible: Asia Fernandez (afernandez0661@gmail.com)

By When: 9/2/23 - 9/29/23

From 9/2/23 through 9/29/23, provide opportunities for students to engage in Reflex Math and IXL to build math fluency skills. As a result, students will build fluency skills necessary to successfully complete word and multi-step problems.

Person Responsible: Asia Fernandez (afernandez0661@gmail.com)

By When: 9/2/23 - 9/29/23

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

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

According to the 2023-2024 early warning indicators, 7% of students had attendance below 90% during the 2022-2023 school year. Since attendance directly correlates with student success, it is imperative that we focus on increasing student 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 an attendance incentive plan and the close monitoring of attendance, there will be a 2% decrease in the number of students with attendance below 90%.

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

Reports will be generated weekly by administration to monitor student attendance to target any student that may be in danger of having excessive absences. The school counselor and registrar will communicate frequently and monitor student attendance. A school-site incentive plan will be implemented with fidelity, incentivizing the class with the most days with perfect attendance.

Person responsible for monitoring outcome:

Laura Carrasco-Perez (pr3061@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.)

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.

Throughout the school year, the leadership team will review attendance data frequently to monitor student data. As student attendance data is monitored, different intervention strategies (phone calls, letters home, home visits, provide resources for transportation, etc.) will be implemented to communicate with and support parents. If student attendance is monitored, there is ongoing parent communication, and students will be incentivized for their attendance, student attendance will increase, which will maximize their academic potential.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

From 8/17/23 through 9/29/23, monitor student attendance weekly, identifying any students in danger of having more than 3 absences by the end of the first grading period. As a result, students will have fewer days absent.

Person Responsible: Sonia Alvarez (302216@dadeschools.net)

By When: 8/17/23 - 9/29/23

From 8/17/23 through 9/29/23, communicate with parents and offer resources to ensure students attend school daily. As a result, students will be in regular school attendance.

Person Responsible: Sonia Alvarez (302216@dadeschools.net)

By When: 8/17/23 - 9/29/23

From 8/17/23 through 9/29/23, incentivize students monthly for perfect attendance. As a result, students will be motivated and will attend school daily.

Person Responsible: Sonia Alvarez (302216@dadeschools.net)

By When: 8/17/23 - 9/29/23

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

NA

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

NA

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

NA

Grades 3-5 Measurable Outcomes

NA

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.

NA

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?

NA

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?

NA

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

NA

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.

Disseminating important documents like the School Improvement Plan (SIP), University Student Interest Group (UniSIG) budget, and Strategic Work Plan (SWP) to stakeholders is crucial for transparency, collaboration, and effective communication. Several methods we will be utilizing for disseminating these documents are emails to stakeholders, our school website (https://ludlamelementary.net/title-i/), printed copies, and social media platforms.

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))

Building positive relationships with parents, families, and other community stakeholders is essential for creating a supportive and inclusive school environment that aligns with the school's mission, supports students' needs, and keeps parents well-informed about their child's progress. Here's a comprehensive plan outlining how our school intends to achieve these goals:

- The school's Community Involvement Specialist (CIS) will work with parents in the parent resource room to provide assistance as needed. The CIS will provide monthly parent workshops with topics such as: homework help, attendance, technology, and resource availability.

- Establish regular communication channels such as newsletters, emails, and a dedicated section on the school website to keep parents informed about school news, events, and student achievements.

- Utilize a school app (Chat MDCPS) or communication platform (Class Dojo through Schoology) to provide real-time updates, important announcements, and direct messaging between parents and teachers.

- Host parent-teacher conferences to discuss individual student progress, strengths, areas for improvement, and to collaboratively set goals.

- Invite parents and family members to participate in school activities such as cultural celebrations, art exhibitions, science fairs, and school events to showcase student achievements and foster a sense of belonging.

- Ensure that communication materials are available in multiple languages to accommodate the linguistic diversity of families in the school community.

- Organize events where students can showcase their talents, such as talent shows, art exhibitions, science fairs, and performances. This involvement encourages parents to attend and engage in their child's achievements.

- Conduct surveys to gather feedback from parents on their experiences with the school. Use this input to make improvements and adjustments to policies and programs.

By implementing these strategies, our school can build strong and positive relationships with parents, families, and community stakeholders, leading to a more enriched and successful educational experience for all students.

School's webpage (Family Engagement Plan): https://surveygoldcloud.com/s/016A7DB176134ECA/145.htm

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

To strengthen the academic program, increase learning time, and provide an enriched and accelerated curriculum at our school, we will implement a comprehensive plan that focuses on instructional improvements, curriculum enhancements, and effective use of time and resources. Here's a comprehensive plan outlining how our school plans to strengthen the academic program:

- Integrate interdisciplinary projects and real-world applications to foster critical thinking and problem-solving skills (S.T.E.A.M. Curriculum).
- Incorporate technology into the curriculum to personalize learning experiences and allow students to progress at their own pace.

- Foster collaboration among teachers to share best practices and innovative teaching methods.
- Involve parents and the community in supporting the enriched curriculum through volunteering, providing resources, and participating in school events.
- Implement a variety of assessments, including formative and summative assessments, to gauge students' understanding and growth.

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))

N/A

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))

NA

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))

N/A

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).

NA

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))

NA

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))

NA