Eugenia B. Thomas K 8 Center School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Eugenia B. Thomas K 8 Center

5950 NW 114TH AVE, Doral, FL 33178

http://ebt.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.

The mission of Eugenia B. Thomas K-8 Center is to provide our students with a structured educational foundation, dynamic learning opportunities, and comprehensive innovative programs to maximize each child's potential within a safe environment. We will establish partnerships with our community that will encourage global awareness and social consciousness as we prepare our students to become world leaders.

Provide the school's vision statement.

The vision of Eugenia B. Thomas K-8 Center is to provide our students with a structured educational foundation, dynamic learning opportunities, and comprehensive innovative programs to maximize each child's potential within a safe environment. We will establish partnerships with our community that will encourage global awareness and social consciousness as we prepare our students to become world leaders.

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
Smith, Ladema	Assistant Principal	Oversee the implementation of the School Improvement Plan. Attend and collaborate during Synergy with team members. Review and utilize all SIP feedback from all grade levels and departments to create SIP Action Steps. Create and monitor elementary master schedule. Meet monthly with grade level or departments for Common Planning. Meet with the Leadership Team monthly. Engage in data chats with teachers and key stakeholders. Celebrate accomplishments and provide incentives to groups of teachers and students. Monitor attendance and implement attendance action steps.
Barnet, Merlys	Teacher, K-12	Attend monthly Leadership Team meetings. Attend and collaborate during Synergy with teammembers. Participate in weekly Common Planning on Tuesdays. Provide input for Action Steps. Implement Action Steps. EESAC Chair overseeing School Improvement Plan. Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve.
Gonzalez, Angie	Teacher, K-12	Develop testing plans and oversee testing implementation. Attend monthly Leadership Team meetings. Engage in data chats with teachers and key stakeholders.
Hernandez, Connie	ELL Compliance Specialist	Attend monthly Leadership Team meetings. Engage in data chats with teachers and key stakeholders. Ensure ESOL testing and documentation is in compliance.
Ramirez, Maria	School Counselor	Attend monthly Leadership Team meetings. Engage in data chats with teachers and key stakeholders. Engage in data chats (academic advising) with students to discuss areas of strengths, in need of improvement and steps to improve. Assist in monitoring and implementing incentives for students in grades 6-8. Monitor attendance and implement attendance incentives. Meet with students and parents with attendance concerns.
Fong, Julio	Principal	Oversee the implementation of the School Improvement Plan. Oversee all school-wide initiatives. Attend and collaborate during Synergy with team members. Review all SIP feedback from all grade levels and departments. Meet with the Leadership Team. Engage in data chats with teachers and key stakeholders.

Name	Position Title	Job Duties and Responsibilities
Inguanzo, Sofia	Teacher, ESE	Attend Leadership Team meetings. Participate in weekly Department Common Planning on Tuesdays. Provide input for Action Steps. Implement Action Steps. Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve. Support the implementation of Science instruction.
Salido, Isabel	Teacher, K-12	Attend Leadership Team meetings. Attend and collaborate during Synergy with team members. Participate in weekly Department Planning on Tuesdays. Provide input for Action Steps. Implement Action Steps. Engage in data chats with students to discuss areas of strengths, in need of improvement and steps to improve. Support ELA instruction.

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

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

The School Improvement Process is developed and implemented with input from all stakeholders. During the summer, the Professional Learning Support Team (PLST) composed of four teachers, one assistant principal and the principal reviewed school-wide data from students' assessments, early warning sign indicators, climate surveys completed by students, parents, teachers and staff to identify areas of focus. During Synergy, the PLST also brainstormed possible action steps to propose to stakeholders for the School Improvement Plan. At the Opening of School meeting, all teachers and staff members participated in a breakout session meeting to review data points, areas of focus and develop action steps. Teachers met with their grade level and departments to provide feedback on the action steps they recommend be implemented after data analysis. The action steps are then narrowed down based on feedback from grade levels and departments. The Educational Excellence School Advisory Council meets to analyze data, review areas of focus, provide feedback on the action steps proposed and approve the plan. EESAC includes a variety of stakeholders including the principal, teachers, educational support staff, parents, community members and students. Throughout the school year, data is reviewed continuously. Action steps are implemented, evaluated, and modified as needed. Feedback is collected from stakeholders through discussions, surveys, feedback forms, EESAC meetings, faculty meetings, leadership meetings and grade-level and department meetings. Impact Reviews are conducted by staff members that are selected based on their knowledge and skills aligned to the areas of focus to observe, evaluate, and help recommend modifications to the action steps. Teachers, staff, and students are asked to complete a Mid-Year Culture survey with their reflection and/or feedback. The results are shared with all staff members and teachers to assist in the the development of additional action steps. These practices are implemented school-wide every school year to involve all stakeholders consistently and use the feedback and reflections to collaborate and identify needs and steps to promote learners' academic growth and well-being. Stakeholders are actively engaged to support our priorities and guiding principles that promote learners' academic growth and well-being.

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 implementation of the School Improvement Plan is monitored closely and continuously. All stakeholders are informed of the areas of focus, evidence-based interventions, and action steps to ensure implementation. In order to monitor implementation, the administrative team conducts weekly walkthroughs, monitors students' progress, and meets with stakeholders in faculty meetings, breakout sessions, leadership meetings, EESAC meetings, grade-level and department meetings to discuss feedback on action steps and progress towards measurable goals. Learning walks and Impact Reviews targeting areas of focus are conducted to monitor, evaluate the effectiveness of action steps and modify action steps as needed. The data is shared with the leadership team at the beginning of the school year, after the results from each state or district assessment and prior to the development of additional action steps. When analyzing data, the focus is on the progress of students with the greatest achievement gaps and ensuring that these students are improving. The implementation of data chats with teachers, counselors, administration, and the ESOL Chairperson three times a year is key in the close monitoring of individual students especially those of greatest concern. During data chats, the team collaborates to discuss the best way to provide additional support, develop strategies that will yield the greatest gains and ensure students are improving their achievement in the State's academic standards. Progress on the academic standards are monitored through PowerBI and assists in identifying if adjustments need to be made to improve student performance.

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)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	48%
Charter School	No
RAISE School	Yes
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) 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	15	16	11	15	15	11	7	20	22	132
One or more suspensions	0	1	0	0	1	0	0	1	1	4
Course failure in English Language Arts (ELA)	0	4	7	9	4	6	0	0	0	30
Course failure in Math	0	1	3	14	12	14	0	0	2	46
Level 1 on statewide ELA assessment	0	0	0	35	30	40	55	44	60	264
Level 1 on statewide Math assessment	0	0	0	27	23	35	24	24	31	164
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	17	39	31	45	41	60	75	80	103	491

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	1	2	2	28	24	27	19	20	34	157

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	1	2	7	1	1	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	12	14	12	5	13	6	11	15	88
One or more suspensions	0	0	0	0	0	0	0	0	4	4
Course failure in ELA	0	3	4	4	1	7	4	0	0	23
Course failure in Math	0	2	3	4	9	14	19	2	0	53
Level 1 on statewide ELA assessment	0	0	0	5	20	28	38	27	54	172
Level 1 on statewide Math assessment	0	0	0	3	20	24	36	42	44	169
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	12	21	33	36	49	54	82	292

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	5	5	20	23	37	24	36	154

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	5	5	1	2	1	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	12	14	12	5	13	6	11	15	88
One or more suspensions	0	0	0	0	0	0	0	0	4	4
Course failure in ELA	0	3	4	4	1	7	4	0	0	23
Course failure in Math	0	2	3	4	9	14	19	2	0	53
Level 1 on statewide ELA assessment	0	0	0	5	20	28	38	27	54	172
Level 1 on statewide Math assessment	0	0	0	3	20	24	36	42	44	169
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	12	21	33	36	49	54	82	292

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	5	5	20	23	37	24	36	154

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Retained Students: Current Year	0	4	5	5	1	2	1	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

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*	64	61	53	66	62	55	64		
ELA Learning Gains				66			61		
ELA Lowest 25th Percentile				55			64		
Math Achievement*	67	63	55	66	51	42	53		
Math Learning Gains				71			44		
Math Lowest 25th Percentile				73			47		
Science Achievement*	55	56	52	52	60	54	55		
Social Studies Achievement*	77	77	68	71	68	59	57		
Middle School Acceleration	75	75	70	85	61	51	77		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	71	62	55	68	75	70	66		

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	477
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	673
Total Components for the Federal Index	10
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	41			
ELL	62			
AMI				
ASN	60			
BLK	60			
HSP	68			
MUL				
PAC				
WHT	78			

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%
FRL	61			

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	45			
ELL	63			
AMI				
ASN	86			
BLK	62			
HSP	67			
MUL				
PAC				
WHT	70			
FRL	65			

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	64			67			55	77	75			71
SWD	34			39			29	42			6	61
ELL	54			62			43	68	69		7	71
AMI												
ASN	50			70							2	
BLK	67			53							2	
HSP	64			67			55	78	73		7	71
MUL												

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
PAC												
WHT	82			73							2	
FRL	59			62			50	76	70		7	61

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	66	66	55	66	71	73	52	71	85			68
SWD	32	49	46	36	57	55	20	54				55
ELL	60	66	57	58	70	74	34	58	85			68
AMI												
ASN	86	92		79	85							
BLK	62	50		54	80							
HSP	65	65	55	65	71	73	50	69	86			68
MUL												
PAC												
WHT	79	58		76	71		67					
FRL	63	64	57	62	68	72	49	65	85			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	64	61	64	53	44	47	55	57	77			66
SWD	26	31	31	22	26	31	18	29				57
ELL	56	64	66	48	44	48	49	42	79			66
AMI												
ASN	86	82		90	73							
BLK	46			38								
HSP	63	61	65	52	43	46	55	55	77			66
MUL												
PAC												
WHT	63	62		59	38		40					
FRL	61	59	67	49	45	52	51	51	80			64

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	60%	56%	4%	54%	6%
07	2023 - Spring	56%	50%	6%	47%	9%
08	2023 - Spring	45%	51%	-6%	47%	-2%
04	2023 - Spring	59%	58%	1%	58%	1%
06	2023 - Spring	42%	50%	-8%	47%	-5%
03	2023 - Spring	55%	52%	3%	50%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	55%	58%	-3%	54%	1%
07	2023 - Spring	46%	48%	-2%	48%	-2%
03	2023 - Spring	60%	63%	-3%	59%	1%
04	2023 - Spring	68%	64%	4%	61%	7%
08	2023 - Spring	61%	59%	2%	55%	6%
05	2023 - Spring	58%	58%	0%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	46%	40%	6%	44%	2%
05	2023 - Spring	47%	50%	-3%	51%	-4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	56%	39%	50%	45%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	52%	43%	48%	47%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	65%	29%	63%	31%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	68%	-1%	66%	1%

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 with the lowest performance was Science. However, it did increase 4 percentage points compared to last year. In fifth grade, all 4 Science teachers were new to grade 5 Science. Fifth grade implemented the EduSmart program during the 2022-2023 school year and Science tutoring was offered strategically to students from February to May 2023. The grade 7 students that took the grade 8 Science tests did slightly lower this year with 9 students not passing the Grade 8 Science assessment. Next year not all would need to take the assessment if not ready or if MYA data does not support their proficiency level. Biology only had 1 student who did not pass the EOC. Grade 8 students did increase 18 percentage points compared to last year. Grade 8 students were offered tutoring strategically from February to May 2023.

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 from the prior year is Middle School Acceleration with a 9-percentage point decrease. Our Algebra teacher transferred to another school and our Geometry teacher took over all the Algebra courses. Many students had to be removed from the course due to failing grades with a total of 21 students that should have been in Algebra being placed in Grade 8 Pre-Algebra; thus, decreasing our possible Middle School Acceleration points.

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.

Grade 6 ELA had the greatest gap when compared to the state average with a 5-percentage point gap. About 30% of the grade 6 students included in this raw data were ELL students that had less than 2 years in the U.S. and have not met proficiency in Reading.

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

Civics was the component with the most improvement with a 6-percentage point increase. This year targeted mini-lessons were implemented based on data from MYA and mini-assessments on students' areas in need of improvement. Civics tutoring took place much earlier in the school year than in previous years. Reading proficiency also played a major role because these seventh grade students had a higher Reading proficiency than the prior year's seventh grade students. Reading proficiency is linked to Civics proficiency performance due to the number of items being based on informational text.

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

According to the Early Warning Systems data, two potential areas of concern are the number of students scoring a level 1 on FAST PM3 and students with 10 or more unexcused absences. About 186 students futured to grades 3 to 8 scored a level 1 on the FAST PM3. These students with the exception of ESOL students less than 2 years will require Tier 3 intervention in grades 3-5 or intensive reading in grades 6-8. Reading proficiency is also a major factor on how students perform on other subjects that rely on reading skills. About 22% of students during the 2022-2023 school year had 10 or more unexcused absences. This is extremely concerning as they are missing out on a lot of important and meaningful instruction.

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

1. Science Achievement
2. Middle School Acceleration (Particularly Algebra for Grade 8 students)
3. Reading Instruction
4. Attendance
5. Staff Morale

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 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 science data, 47% of fifth grade students were proficient in science as compared to the state average of 51% and the district average of 50%. According to the 2022-2023 science data, 46% of eighth grade students were proficient in science as compared to the state average of 47% and the district average of 50%. Based on the data and the identified contributing factors of a high population of English Language Learners (ELLs) with limited reading proficiency levels that limited ELLs ability to master science grade-level standards, we will implement the Targeted Element of Science.

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

With the implementation of science, an additional 2% (for a total of 49% of fifth grade and 48% of eighth grade) of students taking the fifth and eighth grade science and biology assessments will score a level 3 or higher on the 2023-2024 Statewide Science Assessments by May 2024.

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

Administration and science teachers will monitor the implementation of science instruction. Fifth and eighth grade science teachers will meet monthly with Administration to discuss progress, share ideas to improve instruction and student achievement. Administration will provide feedback to teachers. During data chats, student progress on standards will be reviewed and feedback will be provided. Teachers will adjust groups based on current data in real time. Administration will follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Extended learning opportunities will be provided to targeted students based on data.

Person responsible for monitoring outcome:

Ladema Smith (lsmith3@dadeschools.net)

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

Within the Targeted Element of Science, our school will focus on the Evidence-based Intervention of: Data-Driven Instruction. Data-Driven Instruction will assist science teachers in targeting students' standards in need of improvement to reteach. Data-Driven Instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations to include OPMs.

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

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 will be based on classroom and district assessments to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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.

9/5-9/29- Teachers in grades K-5, will conduct hands-on science labs on a bi-weekly basis aligned to grade-level science standards. A science lab room will be designated for students in grades K-2 and another science lab room will be designated for students in grades 3-5. As a result of the implementation of science labs in the science lab rooms, teachers will be able to implement meaningful and engaging hands-on science labs aligned to grade level science standards more effectively and with fidelity to improve students' understanding of science concepts and increase science achievement.

Person Responsible: Ladema Smith (lsmith3@dadeschools.net)

By When: September 5-29, 2023

9/5-9/29- Science teachers of students taking the grades 5 and 8 Science Statewide Assessments will provide after-school science tutoring. Students attending science tutoring will be selected strategically based on science baseline results and students' Reading proficiency levels. As a result of the implementation of science after-school tutoring, teachers will be able to target and teach specific standards aligned to students' needs or standards of greatest concern to increase science student achievement.

Person Responsible: Ladema Smith (lsmith3@dadeschools.net)

By When: September 5-29, 2023

9/13- All science teachers in grades K-8 will meet for a vertical planning session to review the science standards students must master per grade level to achieve proficiency on the grade 5 and 8 Science Statewide Assessments. Teachers in grades K-5 will meet in one vertical planning session led by the fifth grade science teachers and teachers in grades 6-8 will meet in one vertical planning session led by the eighth grade science teachers. As a result of the science vertical planning session, teachers will be able to collaborate and understand the specific standards and benchmarks, assessment limits and benchmark clarifications to help teachers plan and teach standards strategically and improve students' science achievement.

Person Responsible: Ladema Smith (lsmith3@dadeschools.net)

By When: September 13, 2023

#2. Instructional Practice specifically relating to Math

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

According to the 2022-2023 Algebra data, 95% of seventh and eighth grade students that remained in the Algebra class and took the EOC were proficient in Algebra as compared to the state average of 54% and the district average of 60%. Although the proficiency rate is higher than the state and district average, the Middle School Acceleration component showed the greatest decline from the prior year with a 9-percentage point decrease from 85% in 2021-2022 to a projected 76% in 2022-2023. Based on the data and the identified contributing factors of 21 students eligible to take the Algebra course due to scoring a Level 3 in their Grade 7 Math Assessment having to be removed from the course and a change in Algebra teacher for the 2022-2023 school year, we will implement the targeted element of Math (Algebra).

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

With the implementation of Math (Algebra), an additional 2% (for a total of 78%) of students eligible to take the Algebra course will remain in the course and take the Algebra assessment and earn a score of a level 3 or higher on the 2023-2024 Statewide Algebra Assessment by May 2024.

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

Administration and the Algebra teacher will monitor the implementation of Algebra instruction. The Algebra teacher will meet every quarter with Administration to discuss progress, share ideas to improve instruction and student achievement. Administration will provide feedback and recommendations to the Algebra teacher. During data chats, student progress on standards will be reviewed and feedback will be provided. The Algebra teacher will adjust groups based on current data in real time. Administration will follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Extended learning opportunities will be provided to targeted students based on data.

Person responsible for monitoring outcome:

Ladema Smith (lsmith3@dadeschools.net)

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

Within the Targeted Element of Math (Algebra), our school will focus on the Evidence-based Intervention of: Data-Driven Instruction. Data-Driven Instruction will assist the Algebra teacher in targeting students' standards in need of improvement to reteach. Data-Driven Instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations to include OPMs.

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

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 will be based on classroom and district assessments to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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.

9/1- An opening of school data chat with the Algebra teacher, administration and the school counselor will be held to review data of current students enrolled in the Algebra course. The data will be reviewed to understand the varying Math levels of students and collaborate and develop strategies and ideas to implement to provide support for students to successfully complete the course and pass the Statewide Algebra Assessment. As a result of this data chat, the Algebra teacher will have a better understanding of the students' data to best support their learning and the administration and counselor will be able to know how and who to provide additional support to based on data to increase Algebra student achievement and reduce likelihood of students leaving the class.

Person Responsible: Ladema Smith (lsmith3@dadeschools.net)

By When: September 1, 2023

9/5-An orientation meeting will be held with all Algebra students, the Algebra teacher, administration and counselor. During the orientation meeting, information about the class will be discussed, and the resources that will be available to support students while taking the course along with important tips on how to be successful in taking a high school course. As a result of this orientation meeting, students will understand the importance of this class and the support team they have to help them succeed along with what actions they can implement to increase the likelihood of their success in taking the Algebra course.

Person Responsible: Ladema Smith (lsmith3@dadeschools.net)

By When: September 5, 2023

9/6-9/29 The Algebra teacher will provide after-school Algebra tutoring. Students attending Algebra tutoring will be selected strategically based on multiple data points such as students' prior year FAST Math scores and district and classroom assessments. As a result of the implementation of Algebra after-school tutoring, the Algebra teacher will be able to target and teach specific standards aligned to students' needs or standards of greatest concern to increase students' understanding of Algebra concepts and skills.

Person Responsible: Ladema Smith (lsmith3@dadeschools.net)

By When: September 6-29, 2023

#3. Positive Culture and Environment specifically relating to Other

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

According to the 2022-2023 School Climate Survey data completed by the Staff, 55% of staff members strongly agreed or agreed with the statement, "I feel staff morale is high at my school," as compared to 2021-2022 School Climate Survey data completed by the Staff, where 73% of staff members strongly agreed or agreed with the statement, "I feel staff morale is high at my school." Based on the data and the identified contributing factors of staff members not feeling staff morale is high and the placement of a new principal for 2023-2024 school year, we will implement the targeted element of Staff Morale.

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

With the implementation of Staff Morale, an additional 5% (for a total of 60%) of staff members completing the School Climate Staff Survey will strongly agree or agree with the statement, "I feel staff morale is high at my school," by June 2024.

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

The administration will monitor the implementation of Celebrate Successes. The administration will ensure that timelines for initiatives from the action steps are implemented in a timely fashion and with fidelity. The administration will encourage students and staff to participate in the initiatives that highlight recognizing teachers and staff for their accomplishments, efforts and hard work. This monitoring of implementation will ensure that staff morale is improved and that teachers and staff feel appreciated and valued.

Person responsible for monitoring outcome:
Ladema Smith (lsmith3@dadeschools.net)

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

Within the Targeted Element of Staff Morale, our school will focus on the Evidence-based Intervention of: Celebrate Successes. Celebrate Successes will assist the staff in feeling encouraged and motivated. When teachers and staff feel their dedication and hard work is acknowledged and recognized they will improve their performance and impact on student achievement.

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

Celebrate Successes is when staff accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps staff to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

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.

9/5-9/29-The initiative "Waves of Gratitude" will be implemented in which students recognize and celebrate teachers and staff members for impacting their life and show gratitude for a specific action. Students will submit the form and these recognitions will be shared daily during morning announcements. As a result of this implementation, staff and teachers will feel valued and motivated to continue their hard work as they teach and work with students.

Person Responsible: Ladema Smith (lsmith3@dadeschools.net)

By When: September 5-29, 2023

9/5-9/29- The initiative "Thank you for Being My Anchor" will be implemented in which two bulletin boards, one in the Lower Academy office and one in the Upper Academy office, will be used for teachers and staff to thank each other for being their "Anchor" and supporting them by highlighting the specific reason or action of why they feel the teacher or staff member is their "Anchor." As a result of this implementation, teachers and staff will feel their impact to their colleagues is appreciated and it will raise staff morale and willingness to work together to achieve our goals and improve student achievement.

Person Responsible: Ladema Smith (lsmith3@dadeschools.net)

By When: September 5-29, 2023

9/5-9/29- The initiative of the staff monthly recognition, "Anchored in Excellence" will be implemented. In this initiative, 3 staff members will be recognized for specific actions or successes by the administration and shared with the entire staff. One staff member from primary grades, one staff member from intermediate grades and one from secondary grades will be recognized monthly. As a result of this implementation, teachers and staff will feel appreciated by the administration and that their efforts and hard work will not go unnoticed. Teachers and staff will feel encouraged to continue working hard and stay committed to the goals of the school and improve student achievement.

Person Responsible: Ladema Smith (lsmith3@dadeschools.net)

By When: September 5-29, 2023

#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 2022-2023 Attendance Data, 63% of our students had 6 or more absences during the school year as compared to the district average of 70%. Although the attendance rate is better in our school than the district, it is of great concern that so many students are missing so many days of instruction during the school year. Based on the data and the identified contributing factors of parents not being aware or understanding the impact of students missing instruction, the need for more recognition for students that do consistently attend school and teachers and staff's concern of student attendance, we will implement the targeted element of Early Warning System.

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

With the implementation of Early Warning Systems, an additional 3% (for a total of 60%) of all students will improve their attendance and not miss 6 or more school days as evidenced by attendance reports by June 2024.

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

The administration, counselors and teachers will monitor the implementation of Early Warning Systems as it relates to attendance. Monitoring of the daily attendance report will serve as the screening process to begin identifying students whose attendance may be of concern. The Attendance Review Committee (ARC) will meet with the Assistant Principal monthly to review students' absences and how their academic progress is impacted due to absences. Teachers and counselors will follow up with students that are absent and contact parents if 3 or more absences accrue. The school staff will work closely with the Social Worker for cases that require more intervention. The monitoring and communication with students and parents of students with attendance concerns will educate parents in the importance of students being in school daily and improve student attendance.

Person responsible for monitoring outcome:

Ladema Smith (lsmith3@dadeschools.net)

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

Within the Targeted Element of Early Warning Systems, our school will focus on the Evidence-based Intervention of: Attendance Initiatives. Attendance Initiatives will assist school staff in identifying, monitoring, collaborating and improving student attendance. If student attendance improves, as a result student achievement will also improve.

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

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.

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.

9/1-9/29- The homeroom "Perfect Attendance" initiative will be implemented in which each homeroom will add one more letter of the phrase "Perfect Attendance" for each day that all students enrolled in their homeroom attend school and are on time. Once all 17 letters are earned the homeroom will receive an incentive from the PTSA . As a result of this initiative, teachers and students can motivate each other to be present at school every day and on time and student attendance will improve.

Person Responsible: Ladema Smith (lsmith3@dadeschools.net)

By When: September 1-29, 2023

9/1-9/29- Student daily attendance will be monitored. Students that are not absent and have no tardies during the first quarter will participate in an incentive. The students in the Lower Academy, grades K-5, will participate in a Field Day/Pep Rally event. The students in the Upper Academy, grades 6-8, will participate in a Spill Out event. As a result of this initiative, students will be motivated to attend school daily and on time to participate in the events.

Person Responsible: Ladema Smith (lsmith3@dadeschools.net)

By When: September 1-29, 2023

9/1-9/29 Counselors will monitor student attendance closely and will meet with students that accumulate 3 or more absences as a preventative intervention. As a result of these meetings, it will help students know they are being monitored and the importance of being in school every day to improve student attendance.

Person Responsible: Ladema Smith (lsmith3@dadeschools.net)

By When: September 1-29, 2023

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

According to the 2022-2023 Early Literacy and STAR Reading, 34% of kindergarten students scored below the 40th percentile, 58% of first grade students scored below the 40th percentile, and 41% of

second graders scored below the 40th percentile. Based on the data, only first grade students which are now second grade students had 50% or more students scoring below the 40th percentile and with the identified contributing factors of students not mastering foundational or prerequisite skills, a high English Language Learner population and widening achievement gaps in Reading, we will implement the targeted element of ELA and the Evidence-based Practice of Standards-Based Collaborative Planning.

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

According to the 2022-2023 FAST ELA, 39% of third grade students scored below a Level 3, 35% of fourth grade students scored below a Level 3, and 36% of fifth graders scored below a Level 3. Based on the data, none of the grade levels from third to fifth had 50% or more of the students scoring below a Level 3; however, with the identified contributing factors of students not mastering foundational or prerequisite skills, a high English Language Learner population and widening achievement gaps in Reading, we will implement the targeted element of ELA and the Evidence-based Practice of Standards-Based Collaborative Planning.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of ELA and Standards-Based Collaborative Planning, an additional 9% of students in grades K-2 (for a total of K-75%, 1-51%, and 2-68%) will demonstrate proficiency by scoring at or above the 40th percentile on the 2023-2024 STAR Early Literacy or Reading by May 2024.

Grades 3-5 Measurable Outcomes

With the implementation of ELA and Standards-Based Collaborative Planning, an additional 5% of students in grades 3-5 (for a total of 3-66%, 4-70%, and 5-69%) will demonstrate proficiency by scoring at or above a Level 3 on the 2023-2024 ELA FAST PM3 by May 2024.

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.

Administration and ELA teachers will monitor the implementation of the targeted element of ELA and the evidence-based practice of Standards-Based Collaborative Planning. The ELA teachers will meet every Tuesday to engage in Standards-Based Collaborative Planning. During their Standards-Based Collaborative Planning sessions, ELA teachers will plan instruction based on the ELA pacing guides, ELA standards, and share best practices. Administration will implement walkthroughs to monitor and provide feedback on the effectiveness of Standards-Based instruction. ELA teachers will participate and collaborate in a faculty breakout session that will provide support in implementing differentiated

instruction aligned to standards. ELA teachers will participate in Learning Walks for their grade level, the previous grade level, and next grade level during ELA instruction to improve their ELA instruction. ELA teachers will participate in data chats three times a year with the administration, counselor, and the ELL chairperson to review and monitor students' academic progress and collaborate on best strategies or interventions to implement to ensure proficiency. As a result, teacher delivery and effectiveness on ELA standards' instruction will improve and student proficiency in ELA will increase.

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

Alen, Ariani, aalen1@dadeschools.net

Evidence-based Practices/Programs

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

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

Within the Targeted Element of ELA, our school will focus on the Evidence-Based Practice of Standards-Based Collaborative Planning. Standard-Based Collaborative Planning will assist teachers in aligning instruction and activities to standards and increasing student ELA proficiency levels on standards. ELA teachers will be able to target standards that require reteaching based on progress monitoring data.

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?

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

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
8/22-9/29- ELA Teachers will participate in Standards-Based Collaborative Planning every Tuesday. During Standards-Based Collaborative Planning, ELA teachers will collaborate to plan for meaningful and intentional standards-based instruction and assessments utilizing ELA pacing guides and ELA standards. ELA teachers will refer to data from progress monitoring assessments to target standards that need reteaching and develop activities for standards-based differentiated instruction. As a result, ELA teachers will ensure instruction and assessments are aligned to standards and address standards as needed; thus, improving students' proficiency on standards.	Alen, Ariani, aalen1@dadeschools.net
9/27- ELA teachers will participate in a faculty meeting breakout session targeting differentiated instruction aligned to standards. The Literacy Leadership Team will develop and lead breakout sessions that target how to implement differentiated instruction aligned to standards based on students' data. This professional learning activity will assist teachers in collaborating and sharing best practices to implement in the classroom while utilizing assessment data. As a result, teachers will feel better equipped to implement differentiated instruction consistently during their ELA instruction and help improve students' Reading proficiency.	Alen, Ariani, aalen1@dadeschools.net
9/28-9/29 ELA teachers will participate in Learning Walks during ELA instruction of the same grade level, the grade level prior, and the grade level above. Learning Walks provide a meaningful opportunity for ELA teachers to observe and experience ELA instruction first-hand from their colleagues to help improve their own ELA instruction. Learning Walks will target standards-based differentiated instruction. As a result, ELA teachers will feel empowered to implement standards-based differentiated instruction in their classroom and improve students' mastery of standards in need of improvement.	Alen, Ariani, aalen1@dadeschools.net