Mandarin Lakes K 8 Academy School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Mandarin Lakes K 8 Academy

12225 SW 280TH ST, Homestead, FL 33032

http://mandarinlakesacademy.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 Mandarin Lakes K-8 Academy is to create a stage for learning that enhances our students' education by creating a safe, optimistic and nurturing environment.

Provide the school's vision statement.

To create a safe, nurturing, and academically enriched school where all children are treated as our own and excellence is the norm.

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
Williams, Calondria	Principal	Ms. Williams oversees the curriculum and operations of Mandarin Lakes K-8 Academy. She engages all stakeholders and school leaders in collaborating in school decision making to increase student achievement and elevate our school culture.
Alvarez, Jorge	Assistant Principal	Dr. Alvarez is the Assistant Principal of Operations, Math and Science and he manages discipline for Pre-K-4th grade. He meets with the custodians and, district personnel to ensure the school is safe and secure. Additionally, he meets weekly with the instructional coaches to ensure they are familiar with updates and ensuring teachers are putting information into practice. Dr. Alvarez conducts walk-throughs in classrooms to support staff. He also oversees the ESE Department to ensure our ESE students are receiving the correct services and is responsible for overall school attendance.
Baugh, Dana	Assistant Principal	Dr. Baugh is the Assistant Principal of curriculum, ELA, Social Studies, and she handles discipline for 5th-8th grade. She meets with district instructional support to become familiar with all academic updates and procedures. She meets weekly with the instructional coaches to ensure they are familiar with the updates and are putting them into practice with the teachers. During faculty meetings Dr. Baugh informs staff on any curriculum updates. School Messenger messages are sent to parents and families from Dr. Baugh with updates related to attendance, and school-based events.
Arias, Yesenia	Science Coach	Yesenia Arias serves as our Science Instructional Coach. Ms. Arias meets weekly with the Science teachers to plan instruction for students in grades K-8. She coaches teachers with the instructional framework, strategies, and data analysis. Additionally, Ms. Arias pulls students in small groups to remediate and enrich instruction. Phone calls to parents and participating in school wide and community events is another way that Ms. Arias communicates with stakeholders.
Burgess, Michelle	Reading Coach	Michelle Burgess serves as our Middle School Reading Instructional Coach. Dr. Burgess meets weekly with the ELA teachers to plan instruction for students in grades 6-8. She coaches teachers with the instructional framework, strategies, and data analysis. Additionally, Dr. Burgess pulls students in small groups to remediate and enrich instruction. Phone calls to parents and participating in school wide and community events is another way that Dr. Burgess communicates with stakeholders.
Gibson, Anita	Math Coach	Anita Gibson serves as our Mathematics Instructional Coach. Mrs. Gibson meets weekly with the Math teachers to plan instruction for students in grades K-8. She coaches teachers with the instructional framework, strategies, and data analysis. Additionally, Mrs. Gibson pulls students in small groups to remediate and enrich instruction. Phone calls to parents and participating in school wide and

Name	Position Title	Job Duties and Responsibilities
		community events is another way that Mrs. Gibson communicates with stakeholders.
Sweeting, Lisa	Reading Coach	Dr. Lisa Sweeting serves as our Elementary Reading Instructional Coach. Dr. Sweeting meets weekly with the ELA teachers to plan instruction for students in grades K-5. She coaches teachers with the instructional framework, strategies, and data analysis. Additionally, Dr. Sweeting pulls students in small groups to remediate and enrich instruction. Phone calls to parents and participating in school wide and community events is another way that Dr. Sweeting communicates with stakeholders.

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.

During our School Leadership team meetings, faculty meetings and Educational Excellence School Advisory Council (EESAC) meetings the School Improvement Plan is discussed and feedback is solicited. Stakeholders will be involved in data analysis and the selection of interventions through collaborative, teacher student and parent data chats. During this process stakeholders will review and discuss student data and collaboratively establish interventions.

SIP Monitoring

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

The School Improvement Plan will be monitored by the members of our School Leadership Team weekly through classroom walkthroughs and will be included as a standing agenda item for our leadership and EESAC meetings. We will regularly assess progress and revise the plan as necessary.

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	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No

RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
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	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	2	29	18	35	25	19	19	35	24	206
One or more suspensions	0	2	1	11	6	8	15	20	17	80
Course failure in English Language Arts (ELA)	0	6	9	18	11	12	2	3	5	66
Course failure in Math	0	0	1	10	9	15	4	20	2	61
Level 1 on statewide ELA assessment	0	0	0	31	28	39	30	41	54	223
Level 1 on statewide Math assessment	0	0	0	28	33	39	34	27	35	196
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	27	29	69	38	44	39	68	83	400

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	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	2	10	5	43	34	38	32	51	40	255

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	3	9	0	32	3	0	2	1	2	52
Students retained two or more times	0	1	1	3	0	5	1	11	4	26

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	34	22	32	15	29	54	41	41	268
One or more suspensions	6	0	0	0	0	12	26	32	42	118
Course failure in ELA	0	8	7	11	8	9	19	7	10	79
Course failure in Math	0	2	1	7	4	23	20	12	22	91
Level 1 on statewide ELA assessment	0	0	0	19	32	31	71	55	40	248
Level 1 on statewide Math assessment	0	0	0	16	38	4	13	84	42	197
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	7	64	37	28	71	72	36	324

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	9	4	28	29	24	54	78	57	283

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	10	2	20	2	15	8	14	2	73
Students retained two or more times	0	0	0	4	7	9	20	10	1	51

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	34	22	32	15	29	54	41	41	268
One or more suspensions	6	0	0	0	0	12	26	32	42	118
Course failure in ELA	0	8	7	11	8	9	19	7	10	79
Course failure in Math	0	2	1	7	4	23	20	12	22	91
Level 1 on statewide ELA assessment	0	0	0	19	32	31	71	55	40	248
Level 1 on statewide Math assessment	0	0	0	16	38	4	13	84	42	197
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	7	64	37	28	71	72	36	324

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	9	4	28	29	24	54	78	57	283

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	10	2	20	2	15	8	14	2	73
Students retained two or more times	0	0	0	4	7	9	20	10	1	51

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*	33	61	53	31	62	55	22		
ELA Learning Gains				57			28		
ELA Lowest 25th Percentile				57			32		
Math Achievement*	39	63	55	25	51	42	19		
Math Learning Gains				48			18		
Math Lowest 25th Percentile				49			23		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	43	56	52	26	60	54	25		
Social Studies Achievement*	62	77	68	49	68	59	39		
Middle School Acceleration	88	75	70	73	61	51	88		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	41	62	55	43	75	70			

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	331
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	10
Percent Tested	99
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	35	Yes	4	
ELL	37	Yes	1	
AMI				
ASN				
BLK	37	Yes	4	
HSP	49			
MUL				
PAC				
WHT	60			
FRL	47			

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	32	Yes	3	
ELL	42			
AMI				
ASN				
BLK	35	Yes	3	
HSP	49			
MUL				
PAC				
WHT	50			
FRL	45			

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	33			39			43	62	88			41
SWD	21			28			30	60			6	36
ELL	26			38			44	47			6	41
AMI												
ASN												
BLK	26			33			32	74			5	
HSP	37			43			51	55	82		7	41
MUL												
PAC												
WHT	60			60							2	
FRL	32			40			44	64	90		7	40

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	31	57	57	25	48	49	26	49	73			43
SWD	15	53	55	17	36	35	13	47				18
ELL	26	55	56	25	42	43	25	59				43
AMI												
ASN												
BLK	26	54	48	17	42	42	17	33				
HSP	34	59	61	29	51	54	30	57	73			38
MUL												
PAC												
WHT	43			57								
FRL	31	58	57	25	47	47	25	51	69			43

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	22	28	32	19	18	23	25	39	88			
SWD	12	18	23	12	9	9	16	0				
ELL	12	26	38	17	17	21	11	33				

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	21	31	36	14	19	24	28	26				
HSP	22	26	27	20	17	20	22	49	82			
MUL												
PAC												
WHT	40			40								
FRL	22	27	31	18	18	23	25	39	88			

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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	34%	56%	-22%	54%	-20%
07	2023 - Spring	28%	50%	-22%	47%	-19%
08	2023 - Spring	38%	51%	-13%	47%	-9%
04	2023 - Spring	37%	58%	-21%	58%	-21%
06	2023 - Spring	28%	50%	-22%	47%	-19%
03	2023 - Spring	21%	52%	-31%	50%	-29%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	47%	58%	-11%	54%	-7%
07	2023 - Spring	31%	48%	-17%	48%	-17%
03	2023 - Spring	34%	63%	-29%	59%	-25%
04	2023 - Spring	39%	64%	-25%	61%	-22%
08	2023 - Spring	49%	59%	-10%	55%	-6%
05	2023 - Spring	27%	58%	-31%	55%	-28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	45%	40%	5%	44%	1%
05	2023 - Spring	30%	50%	-20%	51%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	56%	37%	50%	43%

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

III. Planning for Improvement

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

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

The data component that showed the lowest performance was ELA with 34 percentage points. Factors that contributed to last year's low performance includes but is not limited to our instructional coaches providing support in classrooms (open teaching positions), inconsistency with collaborative planning, and staff and student attendance.

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

Based on PM3 data comparison with FSA 21-22 data, no components showed a decline. However, ELA PM3 data showed a marginal growth of 3 percentage points. Factors that contributed to this marginal growth include but are not limited to our instructional coaches providing support in classrooms (open teaching positions), and inconsistency with collaborative planning.

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

The data component that had the greatest gap when compared to the state average was 5th grade Math with our students scoring 26% and the state scoring 55% which is a difference of 29 percentage points. ELA 3rd and 4th grade both showed a gap of 28 percentage points from the school to the state which was a close runner up.

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

We had three components with an equal amount of improvement. Acceleration, Mathematics and Science all showed an improvement of 17 percentage points. Civics was a close runner up with an improvement of 11 percentage points. Actions that contributed to this increase include but are not limited to teacher placement, direct support, including the support of our CSS and extended learning opportunities.

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

Two potential areas of concern with EWS are student and teacher attendance. Students attendance went from 18-24 percent with 11 or more absences and teacher attendance went from 5 to 7 percent in 10+ absences.

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

ELA grades 3, 4 and 8
Math grades 6, 3, and 4
Primary (K-2) ELA and Math
Staff and Student attendance

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

#1. Instructional Practice specifically relating to Collaborative Planning

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

According to the 2022 SAT-10 median percentile data and the 2023 STAR median percentile data, the K-2 mathematics median percentile increased from 20 percent in 2022 to 46 percent in 2023. Kindergarten math median percentile data increased from 24 percent in 2022 to 41 percent in 2023. First grade math median percentile data increased from 29 percent in 2022 to 55 percent in 2023. Second grade math median percentile data increased from 18 percent in 2022 to 24 percent in 2023. According to the 2022 SAT-10 proficiency data and 2023 STAR overall proficiency data in K-2 ELA the overall median percentile decreased from 25 percent in 2022 to 13 percent in 2023. The kindergarten ELA median percentile data decreased from 20 percent in 2022 to 19 percent in 2023. First grade median percentile data decreased from 20 percent in 2022 to 12 percent in 2023. Second grade ELA median percentile data decreased from 13 percent in 2022 to 4 percent in 2023. Based on the data and the identified contributing factors of lack of coaching support and teacher openings, we will implement the targeted element of collaborative planning.

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

With the implementation of collaborative data chats, 10% of the K-2 students will increase their median percentile in ELA and Mathematics on the STAR assessments by Spring 2024.

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

The leadership team will facilitate collaborative data chats during collaborative planning after each topic/ biweekly assessment. The leadership team will also host collaborative data chats after progress monitoring assessments. The administrative team will participate in collaborative planning to monitor implementation.

Person responsible for monitoring outcome:

Dana Baugh (dbaugh@dadechools.net)

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

The collaborative data chat strategy will be used to review and analyze student performance data to guide instruction. Teachers will be provided with the tiered strategies to support student achievement.

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

The collaborative data chat strategy will assist the administrative team in analyzing student performance data on a regular basis. Furthermore this will facilitate data driven decisions in terms of shifting instructional practices.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/31-The administrative team will discuss K-2 STAR ELA and Mathematics data with teachers and gather data from additional data points. As a result, teachers will begin the school year with knowledge of student performance data utilizing various data points.

Person Responsible: Dana Baugh (dbaugh@dadechools.net)

By When: August 31, 2023

9/5-The leadership team will develop electronic data trackers to track student performance data for ELA and Mathematics. As a result, all stakeholders will be able to consistently monitor student performance data.

Person Responsible: Dana Baugh (dbaugh@dadechools.net)

By When: September 5, 2023

9/12-Teachers will create groups based on student accountability groups. As a result, students will receive targeted instruction.

Person Responsible: Dana Baugh (dbaugh@dadechools.net)

By When: September 12, 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 FSA and 2023 FAST Math data for our 6th grade cohort, the proficiency increased from 31 percent in 2022 (4th Grade) to 33 percent in 2023 (5th Grade). This is our lowest proficiency cohort for mathematics 3rd-8th. Based on this data and our lack of math coaching support and teacher shortages we will implement the targeted element of differentiated 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 the differentiated instruction strategy, 35% of the 6th grade Math students will meet proficiency by the 2023 FAST Math Assessment.

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

The administrative team along with the mathematics coach will conduct weekly walkthroughs during scheduled DI times to monitor progress. In addition, the mathematics coach will discuss differentiation and resources during collaborative planning and assist with evaluation and instructional shifts as needed.

Person responsible for monitoring outcome:

Jorge Alvarez (jorgeaalvarez@dadeschools.net)

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

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

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

The differentiated strategy was selected to ensure the academic needs of our 6th grade cohort are met by personalizing student instruction. Due to the historical low performance of this cohort we want to make sure students targeted learning pathways are at the forefront. This intervention will contribute to overall school improvement by ensuring that individualized instruction and resources are provided to 6th grade students based on student academic data. This will facilitate student centered learning pathways which will foster academic growth in mathematics. We expect the implementation of this intervention will lead to increased proficiency in 6th grade math.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/17-9/29- Students will take the following diagnostic assessments: Progress Monitoring 1 (PM1) and Assessment Period 1 (AP1). As a result, teachers will be able to identify student levels.

Person Responsible: Dana Baugh (dbaugh@dadechools.net)

By When: September 29, 2023

8/17-9/29- Students will consistently take topic assessments which will be tracked by students and teachers As a result, all stakeholders will be aware of student performance data.

Person Responsible: Anita Gibson (301943@dadeschools.net)

By When: September 29, 2023

9/29-Students will be placed in groups based on student performance data. As a result, teachers will provide targeted instruction and resources to students.

Person Responsible: Dana Baugh (dbaugh@dadeschools.net)

By When: September 29, 2023

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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 2021-2022 ESSA subgroup data summary, two groups did not meet the 41 percent threshold for the federal index: Black/ African American students and Students with disabilities. Black/ African American students earned a 35 percent federal index. Students with disabilities earned a 32 percent federal index. Based on this data and the identified factors of teacher openings and our coaches serving as classroom teachers we will implement the targeted element of outcomes for multiple subgroups.

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

With the implementation of extended learning opportunities, 38% of the Black/African American and Students with disabilities will meet proficiency on the ELA and Mathematics state assessments by Spring 2024.

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

The administrative team will monitor attendance reports from the various extended learning opportunities provided throughout the school year. Advertising efforts will be modified based on student attendance and incentives will be offered.

Person responsible for monitoring outcome:

Calondria Williams (pr0073@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.)

Extended Learning Opportunities are activities designed to provide learning opportunities for students beyond the school day as well as enrichment opportunities for students.

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

The extended learning opportunities strategy was selected in order to ensure the SWD and Black students are targeted for extended learning opportunities. We have various extended learning opportunities inclusive of before school, after school, Winter Break, Spring Break and Saturday Academy. By selecting this strategy, we can specifically focus on these students' academic needs.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

8/28-We will determine the group of targeted students. As a result, the leadership team will place an increased focus on targeted students for extended learning opportunities.

Person Responsible: Dana Baugh (dbaugh@dadechools.net)

By When: August 28, 2023

9/1- The leadership team will establish extended learning opportunities for targeted students. As a result, various opportunities will be made available based on student preference.

Person Responsible: Dana Baugh (dbaugh@dadechools.net)

By When: September 1, 2023

9/15-The leadership team will target student participation in extended learning opportunities by providing applications to the targeted population. As a result, we will ensure participation by the targeted population.

Person Responsible: Dana Baugh (dbaugh@dadechools.net)

By When: September 15, 2023

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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, 13 percent of teachers strongly agreed with the statement "School personnel work together as a team" in comparison to 19 percent in 2021-2022. Based on this data and the contributing factors of teacher openings and lack of coaching support we are implementing the targeted element of teacher recruitment and retention.

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

With the implementation of team building activities, 30% of the staff will agree/strongly agree with the statement "School personnel work together as a team" on the 2023-2024 Staff School Climate Survey by Spring 2024.

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

The leadership team will be present at all team building activities to boost morale and to display a united front. In addition, the leadership team will plan team building activities throughout the year and solicit staff feedback.

Person responsible for monitoring outcome:

Calondria Williams (pr0073@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.)

Team Building Activities is when a leadership team implements ongoing team building and social activities for all school staff.

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

The team building activities strategy was selected to increase teacher recruitment and retention. We understand that if staff members feel like they are a part of a positive team they would be more likely to remain at our school location.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

8/17- HOUSE captains will present descriptions of each HOUSE. As a result, staff members will be aware of the purpose of each HOUSE and the core value associated with their month.

Person Responsible: Calondria Williams (pr0073@dadeschools.net)

By When: August 17, 2023

8/29-Teachers will be given the opportunity to select a HOUSE to participate in. As a result of teacher selection, buy-in will be established for HOUSE participation.

Person Responsible: Calondria Williams (pr0073@dadeschools.net)

By When: August 29, 2023

8/30- The cadre will model for the staff what monthly team building activities look like. As a result, staff members will have a framework for team building activities throughout the school year.

Person Responsible: Calondria Williams (pr0073@dadeschools.net)

By When: August 30, 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

As an ATSI school we will review school improvement funding allocations to ensure that we are able to provide intervention support in core content areas. In addition, we would like to provide extended learning opportunities before school, after school, Winter Break, Spring Break and Saturday Academy. Based on the results from our FAST student performance data, extended learning opportunities and interventions are needed to increase proficiency and to produce learning gains. Currently, based on the available funds we are able to hire 2 interventionists.

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 2023 STAR median percentile data in ELA, kindergarten students scored in the 19th percentile, 1st grade students scored in the 12th percentile and 2nd grade students scored in the 4th percentile. The overall K-2 ELA percentile was 13 percent. Based on this data and the lack of coaching support from our coaches due to teacher shortages we will be utilizing the academic vocabulary strategy to target proficiency.

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

According to the 2023 FAST ELA data in 3rd-5th, 3rd grade students had proficiency of 23 percent, 4th grade had proficiency of 42 percent and 5th grade students had proficiency of 42 percent. Based on this data, our coaches serving as classroom teachers and teacher openings we will be utilizing the academic vocabulary strategy to target proficiency.

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

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

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

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

Grades K-2 Measurable Outcomes

With the implementation of the academic vocabulary strategy, 30 percent of our K-2 students will score at grade level or above by the 2024 STAR ELA Assessment.

Grades 3-5 Measurable Outcomes

With the implementation of the academic vocabulary strategy, 25 percent of our 3-5 students will score at grade level or above by the 2024 FAST ELA Assessment.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The area of focus will be monitored weekly by the administrative team along with our lower academy Reading Coach through classroom walkthroughs and collaborative planning.

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

Sweeting, Lisa, 148294@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?

Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

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

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

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

The academic vocabulary strategy addresses the identified need because students need to have a strong foundation in academic vocabulary. Determining if teachers are using academic vocabulary instruction in the classroom is an observable practice. Academic vocabulary instruction will equip students with language skills, promote comprehension, critical thinking, and effective communication across academic contexts.

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
8/17-9/12-The Literacy Instructional Coaches will provide teachers with professional development on effective strategies for teaching academic vocabulary including contextual learning, word analysis, and interactive activities. As a result, teachers will be effectively trained on how to use the academic vocabulary strategy.	Sweeting, Lisa, 148294@dadeschools.net
8/17-9/29-Instructional Coaches will collaborate with teachers to identify key academic vocabulary words relevant to each subject area. As a result, teachers will receive adequate support in implementing the academic vocabulary strategy.	Sweeting, Lisa, 148294@dadeschools.net
8/17-9/29-Teachers will display vocabulary words and activities in the classroom, and on hallway bulletin boards to reinforce learning and provide constant exposure. As a result, students will have the consistent visual reminders of the academic vocabulary.	Sweeting, Lisa, 148294@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

In order to share the School Improvement Plan (SIP) with all stakeholders, copies of the SIP are available in English, Spanish, and Haitian-Creole in our Parent Resource Center. In addition, the School Improvement Plan is a discussion item at every Educational Excellence School Advisory Council (EESAC), Leadership and Faculty meeting where stakeholder input is solicited. and progress is reviewed.

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))

In order to fulfil our school's mission and to support families and community stakeholders we have established a food pantry in partnership with Feeding South Florida which allows us to distribute nonperishable food and produce to families twice a month. In addition, in partnership with One More Child Miami we have the Backpack Program which provides food to students for use over the weekend. Specifically, to keep parents informed of their child's progress we have establish a schoolwide committee strictly focused on Academic Nights. Furthermore, our Community Involvement Specialist (CIS) provides training to parents on how to utilize the parent portal to access student academic information. Moreover, workshops and academic nights are also held throughout the year at various times of the day. This

assists in keeping parents informed about student academic progress and how to best support their child.

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)

In order to strengthen our academic programs, we have increased our acceleration offerings to two Algebra and Physical Science courses. To increase the quality of learning we are hiring 2 academic interventionists and our Special Area teachers will be providing additional push-in and pull-out support in language arts and mathematics. Specifically, we are targeting K-2 ELA and Mathematics as an area of focus in our SIP to enhance our academic foundation in the primary grades. Placing greater emphasis in the primary grades will provide a strong academic foundation for our students as they enter the upper grades. Furthermore, we provide extended learning opportunities in core academic areas before school afterschool as well as during Spring and Winter Breaks. Specifically, this year we have added Business as a Career and Technical Education (CTE) program.

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))

This plan is developed in coordination with our Project-Up Start Liaison to support our families in transitional housing situations.

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))

We have a Trust Specialist that services our middle school students and a School Counselor that services our elementary students. In addition, we have a School Psychologist who assists with tiered behavior support. Our Student Services Team provides monthly counseling sessions by grade level. In addition, we have partnered with Brain Power Wellness to implement social emotional learning activities throughout the school community.

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))

We are offering a career and technical education business course for the first time this school year.

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).

We have a schoolwide tiered model facilitated by our MTSS Coordinator and our School Psychologist. The focus of this team is to provide early intervention and proactive measures to address behaviors of concern. Our staff will be trained on this process by our coordinator. This process allows teachers to

observe students and track both behavioral and academic behaviors while providing strategic interventions and tracking student progress.

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))

Specifically, we have a targeted program with monthly professional development sessions for our new teachers. In addition, our Transformation Coaches meet with our teachers weekly to plan and provide professional development related to core academic areas focusing on data disaggregation and differentiated instruction. In addition, coach teacher collaborations are facilitated as needed for targeted support.

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))

Our registration team personally visits our local early childhood program to meet with families to facilitate a smooth transition. We also host families during an event where we provide an overview of our programs.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
		Total:	$0.00

Budget Approval

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

No