Bob Graham Education Center School

2023-24

Schoolwide Improvement Plan (SIP)

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Bob Graham Education Center

15901 NW 79TH AVE, Miami Lakes, FL 33016

http://bgec.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 Bob Graham Education Center's Learning Community strives to provide the means for all of its students to meet with success both educationally and in all of life's endeavors.

Provide the school's vision statement.

Bob Graham Education Center strives to educate its students to achieve at least a year's academic growth and empower them to become lifelong learners and contributors to a global society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Martinez Lopez, Yecenia	Principal	Manage, evaluate, and supervise effective and clear procedures for the operation and functioning of the school consistent with the school's philosophy, mission, values, and goals, including instructional programs, extracurricular activities, and discipline. Establish a professional rapport with students and with staff that has their respect. Serve as a role model for students, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior. Systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, district policies, and regulations. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's vision, mission statement, and instructional goals. Supervise the school's instructional programs, evaluate lesson plans, and observe classes regularly to encourage using various instructional strategies and materials consistent with research on learning and child growth and development. Develop clearly understood procedures and provide regular drills for emergencies.
Jackimczuk, James	Assistant Principal	Assist the principal in developing, maintaining, and using information systems to maintain data and track progress on school performance objectives and academic indicators. Supervise, report, and monitor student attendance and work with attendance clerks on truancy follow-up investigations. Ensure that students areadequately supervised during transition periods. Use appropriate and effective techniques to encourage community and parent involvement. Demonstrate awareness of school-community needs and initiate activities to meet those needs. Participate in professional development to improve skills related to job assignments. Conduct conferences on student and school issues with parents, students, and teachers. Promote a positive, caring and safe climate for learning.
Hernandez, Christina	Teacher, K-12	Ability to develop lesson plans and successfully instruct students in theories, methods, and tasks. Ability to effectively communicate with others and clearly express complex ideas. Proficient active listening skills to understand and adapt to students' various learning needs. Knowledge of appropriate learning psychology, styles, and strategies. Strong public speaking and oral presentation skills. Excellent organization and time management skills. Advanced technology skills to track student attendance and grades and present creative lessons. Leadership skills and patience for working with students of all ages.
Hernandez, Liza	Teacher, K-12	Ability to develop lesson plans and successfully instruct students in theories, methods, and tasks. Ability to effectively communicate with others and clearly express complex ideas. Proficient active listening skills to understand and adapt to students' various learning needs. Knowledge of appropriate learning

Name	Position Title	Job Duties and Responsibilities
		psychology, styles, and strategies. Strong public speaking and oral presentation skills. Excellent organization and time management skills. Advanced technology skills to track student attendance and grades and present creative lessons. Leadership skills and patience for working with students of all ages.
Hernandez, Elizabeth	Assistant Principal	MTSS Coordinator

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.

As part of the SIP Development, the school leadership team and teachers will take part in creating the SIP. At the end of the 2022-2023 school year, teachers provided feedback on the 2022-2023 SIP, as well as completed the PD Needs Assessment Survey. During the 2022-2023 school, parents, students, and teachers completed the School Climate Survey. This input and feedback will be used in choosing the areas of focus and action plan for the upcoming SIP.

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

The SIP will be regularly monitored by the leadership team, teachers, and EESAC Committee. During the school year, the SIP will be reviewed three times. After each review, the SIP will be shared with the teachers and EESAC Committee for additional feedback. This will ensure effective implementation and impact on increasing students' achievement in meeting the State's academic standards, particularly for those students with the greatest achievement gap.

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	72%
Charter School	No
RAISE School	No

ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) 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	0	5	11	9	8	8	13	14	24	92
One or more suspensions	0	0	0	0	0	0	0	0	1	1
Course failure in English Language Arts (ELA)	0	0	6	5	1	4	6	1	3	26
Course failure in Math	0	0	1	3	2	4	8	6	4	28
Level 1 on statewide ELA assessment	0	0	0	10	29	22	51	39	39	190
Level 1 on statewide Math assessment	0	0	0	5	21	27	37	28	21	139
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	16	35	31	40	35	69	58	79	363
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	10	19	21	34	23	22	131

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	10	0	1	0	0	0	11
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	15	12	13	11	13	20	26	25	135
One or more suspensions	0	0	0	0	0	0	0	0	2	6
Course failure in ELA	0	0	2	6	2	2	5	1	0	18
Course failure in Math	0	0	1	1	1	4	6	2	1	16
Level 1 on statewide ELA assessment	0	0	0	10	12	23	25	29	38	137
Level 1 on statewide Math assessment	0	0	0	7	19	27	37	36	38	164
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	7	25	20	30	44	46	63	235
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	11	10	20	23	29	29	124

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	10	1	1	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	1	0	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	6	12	9	8	8	14	16	25	18	116
One or more suspensions	0	0	0	0	0	0	0	0	2	2
Course failure in ELA	0	6	1	5	4	6	1	3	5	31
Course failure in Math	0	1	0	6	4	8	7	5	1	32
Level 1 on statewide ELA assessment	0	0	0	39	26	52	42	40	39	238
Level 1 on statewide Math assessment	0	0	0	25	28	38	33	22	24	170
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	16	37	24	52	39	68	61	81	70	448
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	1	2	0	29	22	35	28	23	22	162

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	1	0	0	11	0	0	1	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	1	0	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*	63	61	53	67	62	55	67		
ELA Learning Gains				68			56		
ELA Lowest 25th Percentile				59			36		
Math Achievement*	70	63	55	65	51	42	60		
Math Learning Gains				73			48		

Accountability Component	2023 School	District	State	2022 School	District	State	2021 School	District	State
Math Lowest 25th Percentile				67			39		
Science Achievement*	53	56	52	51	60	54	53		
Social Studies Achievement*	78	77	68	88	68	59	76		
Middle School Acceleration	77	75	70	71	61	51	64		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	60	62	55	66	75	70	60		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	462
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	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	675
Total Components for the Federal Index	10
Percent Tested	99

2021-22 ESSA Federal Index	
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	30	Yes	1	1
ELL	60			
AMI				
ASN	89			
BLK	56			
HSP	66			
MUL				
PAC				
WHT	73			
FRL	58			

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	61			
AMI				
ASN	91			
BLK	62			
HSP	68			
MUL				
PAC				
WHT	64			
FRL	63			

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	63			70			53	78	77			60
SWD	25			31			20	46			6	41
ELL	55			62			39	79			6	60
AMI												
ASN	85			92							2	
BLK	63			67			38				3	
HSP	63			70			55	78	76		7	60
MUL												
PAC												
WHT	75			64							3	
FRL	54			59			46	71	66		7	57

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	67	68	59	65	73	67	51	88	71			66
SWD	29	49	44	29	55	54	30	61				58
ELL	56	67	59	53	69	65	34	85	58			66
AMI												
ASN	82	90		100								
BLK	63	48		62	79	64	53					
HSP	68	68	59	65	73	68	51	88	72			66
MUL												
PAC												
WHT	60	73		50	73							
FRL	61	67	56	57	70	67	44	83	62			61

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	67	56	36	60	48	39	53	76	64			60
SWD	33	39	33	32	41	43	22	36				32
ELL	60	56	45	52	44	38	43	65				60
AMI												
ASN	79	70		69	45							
BLK	74	71		59	36		27					
HSP	67	56	35	60	48	38	54	77	64			59
MUL												
PAC												
WHT	68	33		67	64							
FRL	62	51	36	54	42	37	46	72	67			54

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	53%	56%	-3%	54%	-1%
07	2023 - Spring	55%	50%	5%	47%	8%
08	2023 - Spring	62%	51%	11%	47%	15%
04	2023 - Spring	63%	58%	5%	58%	5%
06	2023 - Spring	59%	50%	9%	47%	12%
03	2023 - Spring	59%	52%	7%	50%	9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	72%	58%	14%	54%	18%
07	2023 - Spring	52%	48%	4%	48%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	67%	63%	4%	59%	8%
04	2023 - Spring	69%	64%	5%	61%	8%
08	2023 - Spring	77%	59%	18%	55%	22%
05	2023 - Spring	62%	58%	4%	55%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	49%	40%	9%	44%	5%
05	2023 - Spring	53%	50%	3%	51%	2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	99%	56%	43%	50%	49%

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	68%	6%	66%	8%

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 FSA Science data component showed the lowest performance for the 2022-2023 school year. In the 2021-2022 school year, the FSA Science proficiency was 51%. In the 2022-2023 school year, the FSA

Science proficiency decreased to 50%. A major factor affecting every grade level would be the lack of mastery in content knowledge in grade levels prior to testing in grades five and eight.

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

The FAST PM3 data for English Language Arts showed the greatest decline for the 2022-2023 school year. In the 2021-2022 school year, the FSA ELA proficiency was 68%. In the 2022-2023 school year, the FAST ELA proficiency decreased by ten proficiency points to 58%. A major factor affecting every grade level would be the influx of ESOL Level 1 students and the Florida standardized test being changed from FSA to FAST Progress Monitoring.

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 greatest gap compared to the state average occurred with 33% of our eighth-grade math students achieving a level 5 in the FAST PM3 compared to the state average of 14%. Our high-performing students take the Algebra EOC and do not take the FAST assessment.

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

The eighth-grade math PM3 results showed 77% of the students achieved a level 3-5. This compares to the state result of 55% level 3-5. Several math teachers took advantage of the ESSER money available for tutoring to provide additional student assistance.

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

Attendance is always a concern, especially for our lower-performing students. Our efforts in attendance the past school year paid off in the third and fourth marking periods as we were one of the top K-8 schools in percentage present. We still need to work on the students who are chronically absent (more than 15).

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

School-wide, we need to improve our reading scores in every grade level. The FAST PM3 results were not as encouraging as the math data. Science is always a priority to the point that every grade level needs to improve instruction and not have the burden fall on just the fifth and eighth-grade students and teachers.

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

#1. Instructional Practice specifically relating to ELA

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

According to the 2022-2023 FAST PM3 data, 59% of third-grade students are proficient in ELA, 63% of fourth-grade students are proficient in ELA, 53% of fifth-grade students are proficient in ELA, 59% of sixth-grade students are proficient in ELA, 55% of seventh-grade students are proficient in ELA, and 62% of eighth-grade students are proficient in ELA.
The 2022 FSA proficiency data shows that 70% of third-grade students are proficient in ELA, 64% of fourth-grade students are proficient in ELA, 63% of fifth-grade students are proficient in ELA, 65% of sixth-grade students are proficient in ELA, 64% of seventh-grade students are proficient in ELA, and 65% of eighth-grade students are proficient in ELA. We will focus on differentiation in elementary and middle school to address this critical need.

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

With the implementation of differentiation, we expect an additional increase in data by 3% in ELA grades three to eight for the 2023-2024 state assessment.

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

The leadership team will conduct quarterly data chats with teachers to adjust student learning groups based on current data in real time and follow up with regular walk-throughs to ensure that differentiation is aligned to current data. During walk-throughs, administrators will review lesson plans to indicate differentiation. Grade levels will meet weekly to conduct data analysis of formative assessments. Then, extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

James Jackimczuk (jjack1@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.

If individual students learning needs are met through the delivery of targeted and personalized differentiated instruction on a weekly basis, students will be able to master content and make learning gains as evidenced in data.

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.

Administration will conduct weekly walk-throughs to ensure differentiated instruction is taking place in the classrooms.

Person Responsible: Yecenia Martinez Lopez (pr0091@dadeschools.net)

By When: (8/14/2023-9/29/2023)

Teachers will take professional learning courses geared towards differentiated instruction and how to implement it in the classroom.

Person Responsible: Liza Hernandez (grunauerl@dadeschools.net)

By When: (8/14/2023-9/29/2023)

Teachers will partake in quarterly data chats with administration to debrief the FAST and IREADY data.

Person Responsible: James Jackimczuk (jjack1@dadeschools.net)

By When: (8/14/2023-9/29/2023)

#2. Instructional Practice specifically relating to Science

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

According to the 2023 FSA proficiency data, 49% of the eighth-graders were proficient in science. The 2022 FSA proficiency data shows that 51% of the eighth-graders were proficient in science, exhibiting a 2% decrease. According to the 2023 FSA proficiency data, 53% of fifth-graders were proficient in science. The 2022 FSA proficiency data shows that 47% of fifth-graders were proficient in science, exhibiting a 6-point increase compared to the 2023 school year.

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

With the implementation of instructional support/coaching, an additional 3% of grades five and eight, will score at grade level or above in the area of science by the 2023-2024 state assessment.

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

The staff that teaches Science will use topic assessments throughout the school year to monitor and assess student data. The Leadership Team and Science Teachers will conduct Quarterly Data Chats among all stakeholders. In addition to monitoring the data, teachers will partake in common planning meetings.

Person responsible for monitoring outcome:

Jesus Mesa (jesusmesa@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.)

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching cycles focus on the identified goal and increases by the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student centered, and teacher centered methods to help teachers improve in the decisions they make about their instruction.

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

If teachers receive on going instructional support and professional developments, they would be better equipped to deliver highly effective instruction in the area of science using the instructional tools that they have learned with the support they receive.

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.

Science teachers will attend professional developments focused on science and data driven instruction.

Person Responsible: Liza Hernandez (grunauerl@dadeschools.net)

By When: (8/14/2023-9/29/2023)

Science teacher and administration will analyze and debrief science baseline data.

Person Responsible: James Jackimczuk (jjack1@dadeschools.net)

By When: (8/14/2023-9/29/2023)

Science teachers will implement interactive science labs.

Person Responsible: Jesus Mesa (jesusmesa@dadeschools.net)

By When: (8/14/2023-9/29/2023)

#3. 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.

The 2022-2023 FAST proficiency data shows that 67% of third-grade students are proficient in Math, 69% of fourth-grade students are proficient in Math, 62% of fifth-grade students are proficient in Math, 72% of sixth-grade students are proficient in Math, 52% of seventh-grade students are proficient in Math, and 77% of eighth-grade students are proficient in Math. Based on the data, data-driven decision-making has been proven to be effective. We will focus on Progress Monitoring in elementary and middle school to remain proficient in this content area.

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

With the implementation of Data-Driven Instruction Making, an additional 3% of the elementary and middle school population will score at grade level or above in the area of Math by the 2023-2024 state assessment.

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

The Leadership Team will conduct quarterly data chats with teachers to adjust student learning groups based on current data in real time and follow up with regular walkthroughs to ensure that data-driven instruction occurs according to the data. During walk-throughs, administrators will review lesson plans to indicate data-driven instruction. Grade levels will meet weekly to conduct data analysis of formative assessments. Extended learning opportunities will be provided to those students who are not showing growth on OPMs

Person responsible for monitoring outcome:

James Jackimczuk (jjack1@dadeschools.net)

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

Data-driven decision-making is a process embedded in the culture of the school, where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, and differentiating instruction.

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

If data is analyzed and debriefed between all stakeholders, data-driven instruction would be the driving force in grouping students based on their learning needs to deliver differentiated instruction to meet the needs of all learners.

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.

Teacher will attend weekly common planning meetings to collaborate and discuss data.

Person Responsible: Jesus Mesa (jesusmesa@dadeschools.net)

By When: (8/14/2023-9/29/2023)

Administration will conduct classroom walk-throughs to observe the implementation of differentiated instruction based on data-driven instruction.

Person Responsible: Yecenia Martinez Lopez (pr0091@dadeschools.net)

By When: (8/14/2023-9/29/2023)

Teachers and administration will discuss FAST, iReady, and Baseline student data and strategies to meet student needs to gain proficiency.

Person Responsible: James Jackimczuk (jjack1@dadeschools.net)

By When: (8/14/2023-9/29/2023)

#4. Positive Culture and Environment specifically relating to Other

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

According to the Student Climate Survey for the 2022-2023 school year, 68% of the students strongly agree that their teachers believe they will succeed. This number dropped 2% points from the 2021-2022 (70%) school year. According to the 2022-2023 Staff Climate Survey, 50% of the staff agreed with the statement "that staff morale was high in the school." This number was an increase from the previous school year of 38%. This data indicates that our staff does feel motivated at the school. However, the students would benefit from additional support and encouragement from their teachers.

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

If the staff is trained on implementing strategies that will motivate students and their learning in the classroom, then student success and morale will increase by 3% from the 2022-2023 school climate survey to the 2023-2024 school climate survey.

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

The leadership team will work to connect with students and teachers to identify the needs of our population to create an action plan to boost morale and promote a positive school culture. Students and staff members will be awarded for their efforts. For example, rewarding students and staff for their behavior/professionalism, attendance, iReady usage, and media center use. To ensure we are on track to meeting the outcome above, the leadership team will monitor the implementation of these strategies by conducting walk-through observations and reflecting on these implemented strategies at monthly faculty meetings.

Person responsible for monitoring outcome:

Jesus Mesa (jesusmesa@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.)

Celebrate Successes is when staff and student accomplishments are given special recognition, and achievements are publicly celebrated, allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students 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.

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

Celebrate Successes will help student and staff morale when their accomplishments are given special recognition, and achievements are publicly celebrated, allowing for encouragement from all stakeholders.

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.

Teachers will be awarded the "Riding the Wave of Excellence" every week. They will nominate a new award recipient every Friday and email the staff, letting them know who they chose and why. The recognition will be posted to the school's social media. This will help boost staff morale.

Person Responsible: Christina Hernandez (324366@dadeschools.net)

By When: (8/14/2023-9/29/2023)

At the end of every nine weeks, we will be awarding those students who have achieved 100 percent attendance for the nine weeks with a reward. Recognizing these students' hard work will help boost their morale.

Person Responsible: Elizabeth Hernandez (ecrespo@dadeschools.net)

By When: (8/14/2023-9/29/2023)

At faculty meetings, we will recognize staff members who have attended perfectly for the month and present them with a small token of appreciation. This will help with staff attendance and also build morale.

Person Responsible: Elizabeth Hernandez (ecrespo@dadeschools.net)

By When: (8/14/2023-9/29/2023)

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

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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

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

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

N/A

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

N/A

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

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

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

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

Evidence-based Practices/Programs

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

  ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

  ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

  ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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

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

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership
- ◦ Literacy Coaching
- ◦ Assessment
- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

Title I Requirements

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

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

This section is not required for non-Title I schools.

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))

This section is not required for non-Title I schools.

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)

This section is not required for non-Title I schools.

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 section is not required for non-Title I schools.

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))

This section is not required for non-Title I schools.

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))

This section is not required for non-Title I schools.

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).

This section is not required for non-Title I schools.

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))

This section is not required for non-Title I schools.

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))

This section is not required for non-Title I schools.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	$0.00

3	III.B.	Area of Focus: Instructional Practice: Math	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

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

No