Norman S. Edelcup/Sunny Isles Beach K 8 School

2023-24

Schoolwide Improvement Plan (SIP)

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Norman S. Edelcup/Sunny Isles Beach K 8

201 182ND DR, Sunny Isles Beach, FL 33160

http://sib.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.

Working as a team, students, parents, staff, and the community of Norman S.
Edelcup Sunny Isles Beach K-8 will improve student achievement and develop lifelong learners who respect themselves and others. In a safe supportive environment, students will learn reading, writing, mathematics, science, and technology. NSE/SIBK-8 enriches the community and is enriched by the community. As a result, students will understand the importance of becoming active citizens.

Provide the school's vision statement.

Our vision of Norman S. Edelcup Sunny Isles Beach K-8 is to work as a team to
create a learning environment where students come first, academics are valued, and
where all children can reach their full potential.

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
Schwam, Marc	Principal	The Principal oversees all higher-level operations in a school. She creates a safe learning environment and set performance goals both for students and teachers, and oversee the process so that those goals are attained. Critical responsibilities and duties of the principal include: • Ensuring that academic policies and curriculum are followed • Developing and tracking benchmarks for measuring institutional success • Helping teachers maximize their teaching potential • Meeting and listening to concerns of students on a regular basis • Encouraging, guiding and assisting student leaders and teachers • Meeting with parents and administrators on a regular basis for problem resolution • Enforcing discipline when necessary • Providing an atmosphere free of any bias in which students can achieve their maximum potential
Lumbi, Kelli	Curriculum Resource Teacher	*Model and support instructional and assessment strategies by attending meetings, facilitating discussions amongstteachers and staff and working with the Principal and District Instructional Coaches to plan professionaldevelopment. • Collect and analyze student assessment data. • Collaborate and develop data driven targeted instruction.
Aguilar, Haydee	Curriculum Resource Teacher	*Model and support instructional and assessment strategies by attending meetings, facilitating discussions amongst teachers and staff and working with the Principal and District Instructional Coaches to plan professional development. • Collect and analyze student assessment data. • Collaborate and develop data driven targeted instruction.
Ruiz, Monique	School Counselor	*Help overcome and manage different mental and emotional challenges. • Educate staff and clients on stress and trauma coping mechanisms. • Provide individuals with the resources they need to reach personal goals. • Monitor client progress and modify their treatment plans as needed. • Coordinate with social and medical agencies, healthcare providers and community outreach programs to provide clients with needed services. • Complete continuing education courses to maintain National Certified Counselor certification and stay up-to-date on the latest practices. • Monitors and supports school-wide behavioral expectations and policies including monitoring attendance trends and overseeing truancy interventions; address safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations. • Create partnerships with parents and community. • Collaborate and develop master schedule.

Name	Position Title	Job Duties and Responsibilities
Harris, D'Andrea	Assistant Principal	Serve as an instructional leader by monitoring implementation of professional development in classrooms and grade level/content area meeting in accordance to the school improvement plan. • Implement and monitor school-wide behavioral expectations and policies including monitoring attendance trends and overseeing truancy interventions; address safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations. • Create partnerships with parents and community. • Supervise employees including serving as an instructional leader assigning and directing work, interviewing, evaluating performance, disciplining and resolving issues. • Implement instructional and assessment strategies by attending meetings, facilitating discussions amongst teachers and staff and working with the Principal and District Instructional Coaches to plan professional development. • Collect and analyze student assessment data. • Collaborate and develop master schedule.

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

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

The School Improvement Plan (SIP) development process is a collaborative effort that involves various stakeholders, including the school leadership team, teachers and school staff, parents, students and community leaders. The goal is to gather diverse perspectives, insights, and expertise to create a comprehensive plan that addresses the school's needs and aspirations. The process begins with the school administrators communicating with all stakeholders about the importance of their involvement in the SIP development process. Clear communication channels are established, ensuring that stakeholders are aware of the timeline and opportunities for providing input. The school leadership team conducts an in-depth analysis of the school's performance, strengths, weaknesses, and areas for improvement with relevant data, including academic performance, student feedback, teacher evaluations, and input from other assessments.

Different methods used to engage each of our stakeholder group effectively in the SIP process:

School Leadership Team: This team plays a pivotal role in leading the SIP development process. They collaborate with other stakeholders to collect and synthesize data, set goals, and devise strategies.

Teachers and School Staff: Surveys, focus groups, and staff meetings are organized to gather input from teachers and school staff. They can provide insights into classroom challenges, teaching methods, and professional development needs.

Parents: Surveys, town-hall meetings, and parent-teacher conferences are used to involve parents in the

process. Their feedback is valuable in understanding the school's community perspectives and concerns.

Students: For secondary schools, engaging students is essential as they can provide unique insights into their learning experiences and suggestions for improvements. Surveys, student councils, and focus groups are utilized to capture their perspectives.

Business/Community Leaders: Meetings with local business and community leaders are conducted to discuss the school's role in the community and potential collaborative opportunities.

After gathering input from stakeholders, the school leadership team analyzes the data, identifying common themes and areas of consensus. This information to set realistic and measurable goals for the SIP. With the goals in place, the school leadership team collaborates with stakeholders to develop strategies and action plans. These plans outline specific steps to achieve the identified objectives. A draft of the SIP is prepared, and it is shared with all stakeholders for feedback and further input. Their reviews help refine the plan and ensure it reflects the needs and aspirations of the entire school community.

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 leadership team, with the involvement of teachers and staff, continuously collects relevant data on student achievement, attendance, behavior, and other performance indicators.
Data on individual student progress and subgroups, particularly those with achievement gaps, are closely monitored.
The school also gathers feedback from teachers, students, parents, and community members about the effectiveness of the strategies outlined in the SIP. The school will conduct periodic meetings to review progress towards the goals set in the SIP. The progress reviews involve discussions with stakeholders to assess the effectiveness of the strategies and identify any challenges or barriers hindering progress. The school leadership team uses data analysis to identify trends and patterns that may indicate the need for adjustments in the plan.
Data-driven decision making guides the prioritization of interventions and resource allocation to areas where they are most needed. If the data analysis reveals that certain strategies are not yielding the expected results, the school revisits those approaches to identify potential modifications or alternative solutions. The SIP may require adjustments to address emerging needs or challenges that were not initially foreseen. Stakeholders, including teachers, staff, parents, students, and community members, are involved in the revision process.
Feedback from stakeholders is actively sought and integrated into the plan's revisions. In addition, the school will identify areas where additional professional development for teachers and staff is necessary to support the successful implementation of specific strategies. Training sessions will be conducted to enhance educators' skills and knowledge, ensuring they are well-equipped to address the needs of all students effectively.

If the gap persists or widens, targeted interventions are designed and implemented to provide additional support and resources to these students. The school will regularly cross-references the SIP with the State's academic standards to ensure that all initiatives and interventions align with the requirements.

Throughout the the whole the school improvement monitoring process the school maintains open communication with all stakeholders, providing updates on progress and any adjustments made to the SIP.

Parents and community members are informed of the ongoing efforts to improve student achievement and reduce the 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	36%
2022-23 Economically Disadvantaged (FRL) Rate	50%
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) Multiracial Students (MUL) 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	55	37	46	36	43	50	47	57	371
One or more suspensions	0	1	0	2	2	2	4	5	2	18
Course failure in English Language Arts (ELA)	0	0	4	11	14	3	10	5	12	59
Course failure in Math	0	0	3	6	26	14	16	11	15	91
Level 1 on statewide ELA assessment	0	0	0	9	50	47	55	53	47	261
Level 1 on statewide Math assessment	0	0	0	3	15	24	33	29	9	113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	57	52	75	63	53	78	76	80	534

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	12	33	32	38	39	31	187

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	4	1	9	0	2	1	3	0	20
Students retained two or more times	0	0	0	0	0	0	1	0	0	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	47	41	47	44	43	44	59	65	390
One or more suspensions	0	0	0	0	0	0	8	16	12	36
Course failure in ELA	0	1	10	27	15	8	17	14	2	94
Course failure in Math	0	1	2	13	8	12	29	16	19	100
Level 1 on statewide ELA assessment	0	0	0	14	24	37	51	57	53	236
Level 1 on statewide Math assessment	0	0	0	10	27	33	44	23	26	163
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	23	60	42	49	72	75	91	415

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	2	7	26	29	29	54	48	38	233

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	4	16	0	0	10	4	0	38
Students retained two or more times	0	0	0	2	0	0	5	1	1	9

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	67	46	48	49	63	66	59	83	79	560
One or more suspensions	1	0	2	3	2	6	8	8	23	53
Course failure in ELA	0	8	2	28	4	16	6	19	12	95
Course failure in Math	0	4	4	32	18	23	14	22	14	131
Level 1 on statewide ELA assessment	0	0	0	71	57	70	68	63	68	397
Level 1 on statewide Math assessment	0	0	0	23	30	47	37	12	36	185
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	62	64	81	88	65	106	101	103	109	779

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	4	3	52	40	54	53	45	58	310

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	1	10	0	2	1	3	1	24
Students retained two or more times	0	0	0	0	0	0	3	0	0	3

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*	69	61	53	72	62	55	72		
ELA Learning Gains				65			61		
ELA Lowest 25th Percentile				56			43		
Math Achievement*	77	63	55	79	51	42	70		
Math Learning Gains				78			42		
Math Lowest 25th Percentile				76			36		
Science Achievement*	62	56	52	62	60	54	61		
Social Studies Achievement*	78	77	68	82	68	59	71		
Middle School Acceleration	80	75	70	86	61	51	77		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	76	62	55	62	75	70	66		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	512
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	72

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	718
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	47			
ELL	65			
AMI				
ASN	75			
BLK	67			
HSP	64			
MUL	94			
PAC				
WHT	78			
FRL	68			

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	53			
ELL	67			
AMI				
ASN	68			
BLK	69			
HSP	67			

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%
MUL	88			
PAC				
WHT	75			
FRL	70			

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	69			77			62	78	80			76
SWD	35			52			38	64			6	48
ELL	56			72			51	58	74		7	76
AMI												
ASN	69			83							3	73
BLK	67			67							2	
HSP	61			67			50	69	66		7	72
MUL	88			100							2	
PAC												
WHT	74			83			70	82	88		7	80
FRL	64			72			56	68	75		7	74

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	72	65	56	79	78	76	62	82	86			62
SWD	46	59	55	53	70	62	31	62				40
ELL	59	66	55	74	77	73	57	67	83			62
AMI												
ASN	47	54		79	92							

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**
BLK	64			73								
HSP	65	64	57	68	74	74	52	77	79			56
MUL	89	75		89	100							
PAC												
WHT	77	66	54	86	80	79	71	85	89			66
FRL	69	66	57	76	79	75	63	75	80			63

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	72	61	43	70	42	36	61	71	77			66
SWD	39	39	34	38	37	29	19	33				61
ELL	62	59	46	65	45	39	46	65	68			66
AMI												
ASN	71			64								
BLK	60			60								
HSP	66	56	41	57	32	26	53	64	73			62
MUL	92			85								
PAC												
WHT	77	66	47	81	52	55	70	75	83			69
FRL	66	55	44	62	36	28	53	66	72			62

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	57%	50%	7%	47%	10%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	60%	51%	9%	47%	13%
04	2023 - Spring	60%	58%	2%	58%	2%
06	2023 - Spring	56%	50%	6%	47%	9%
03	2023 - Spring	52%	52%	0%	50%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	68%	58%	10%	54%	14%
07	2023 - Spring	82%	48%	34%	48%	34%
03	2023 - Spring	74%	63%	11%	59%	15%
04	2023 - Spring	77%	64%	13%	61%	16%
08	2023 - Spring	82%	59%	23%	55%	27%
05	2023 - Spring	67%	58%	9%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	45%	40%	5%	44%	1%
05	2023 - Spring	53%	50%	3%	51%	2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	56%	22%	50%	28%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	52%	46%	48%	50%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	65%	33%	63%	35%

CIVICS						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
N/A	2023 - Spring	69%	68%	1%	66%	3%

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 2023 Science average school proficiency of 50% is the component that showed the lowest performance when compared in the Three Year Trend FAST/FSA/EOC/NGSSS report. Some contributing factor(s) include over crowded classrooms, attendance, lack of parental involvement and social cultural factors. Overcrowded classrooms had a detrimental effect on student performance in Science average school proficiency. Teachers struggled to provide individualized attention, which can lead to students falling behind. Regular attendance is crucial for students to benefit from Science instruction. High rates of absenteeism resulted in missed lessons and a lack of continuity in learning. Parental involvement significantly impacted students' educational success, in their performance in the 2023 Science average proficiency.

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

The 2023 Grades 3-8 FAST ELA average school proficiency of 57% indicated the greatest decline when compared to the 2022 Grades 3-8 FSA ELA average school proficiency of 72%. A significant decline of 15% in the 2023 FAST ELA average school proficiency from the prior year resulted from low attendance rates, decreased student engagement and changes in standardized testing format. Students who were not consistently present or engaged in lessons may have fallen behind. Student engagement impacted the learning process, led to a decline in performance. Factors such as lack of motivation and relevance of the material negatively impacted reading skills. Socioeconomic factors such as students' socioeconomic backgrounds impacted their access to resources, support at home, and their overall readiness to learn.

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 2023 Middle School Acceleration school average proficiency of 91% had the greatest gap when compared to the 2022 Middle School Acceleration school average proficiency of 59%. The 2023 Middle School Acceleration school average proficiency data demonstrated an average of 32 percentage points greater difference when compared to the the average state results. Several potential contributing factors such as school resources, teacher quality, curriculum offerings, and after school tutoring contributed to this student performance.

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

The 2023 Grade 7 FAST Math average proficiency of 82% demonstrated a 19% of increase when compared to the 2022 Grade 7 FSA Math average proficiency of 63%. Several types of actions and strategies implemented that promoted the significant improvement in student achievement include;

* Monitoring and updating their math curriculum to ensure alignment with state standards. Incorporated additional teaching materials, digital resources designed to improve math instruction for 7th graders.

* Ensuring data-driven decision-making is crucial. Teachers analyzed student performance data to identify areas
of weakness, specific math concepts that students struggle with, and patterns of improvement.

* Teachers employed differentiation techniques to cater to students' diverse learning needs. This includes
providing both enrichment opportunities for advanced students and additional support for those who need it.

* Provided intervention programs for students who are falling behind in math. This included tutoring, support, or
alternative learning approaches.

* Integrated educational technology, such as math apps, online resources, or interactive software, making math
learning more engaging and personalized for students.

* Teachers collaborated and shared best practices leading to more consistent and effective teaching methods.

* The administration team regularly monitored and evaluated the effectiveness of these actions through ongoing assessments, data analysis, and feedback from teachers and students.

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

Based on the information provided, one potential area of concern from the EWS (Early Warning System) data is:

Increasing Trend in Student Absences:

The data indicates a rising trend in student absences. This could be indicative of various underlying issues, such as health problems, disengagement, family issues, or transportation challenges. High absenteeism can significantly impact students' academic progress and overall well-being.

Substantial Reading Deficiency:

Another area of concern is the substantial reading deficiency among students. This suggests that a significant portion of the student population may be struggling with their reading skills, which can have long-term implications for their academic success and future opportunities.
Addressing these areas of concern should be a priority for educators and administrators to ensure the well-being and academic progress of the students.

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

Based on the specific needs and goals of our school community, the five potential high-priority areas for school improvement include:

Addressing Student Absences and Engagement:

Tackling the increasing trend in student absences and improving student engagement should be a top priority. Implement strategies to reduce absenteeism, such as targeted interventions, parent engagement, and creating a positive school environment that fosters student interest and participation.

Enhancing Reading Proficiency:

Given the substantial reading deficiency among students, improving literacy skills should be a primary focus. Provide professional development for teachers, and implement data-driven strategies to support struggling readers.

Social and Emotional Learning (SEL):

Prioritize the implementation of SEL programs to support students' emotional well-being. Promote a positive school climate, offer counseling services, and teach essential life skills like emotional regulation and conflict resolution.

Professional Development for Teachers:

Invest in ongoing professional development to empower teachers with the skills and resources they need to meet the diverse needs of students. This may include training in differentiated instruction, technology integration, and culturally responsive teaching.

Data-Driven Decision Making:

Establish a strong data analysis system to inform instructional practices and school policies. Regularly review student performance data, attendance records, and behavior data to make informed decisions about interventions and improvements.

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 Benchmark-aligned Instruction

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

According to the 2023 FAST ELA average school proficiency of 57% indicated the greatest decline when compared to the 2022 FSA ELA average school proficiency of 72%. A significant decline of 15% in the 2023 FAST ELA PM3 average school proficiency from the prior year suggests a decline in ELA proficiency across multiple student subgroups. Based on the data and the contributing factors of low attendance rates, decreased student engagement and changes in standardized testing format, we will implement instructional support in targeted interventions to address the specific needs of various 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 Instructional Support, there will be a 5% increase on the 2024 FAST ELA PM3 average proficiency. With the implementation of Benchmark-aligned evidenced based instruction and interventions, the students will increase proficiency on the FAST ELA proficiency by June 2024, The reduction in the achievement gap will focus on closing the achievement gap in the ELA achievement and sets a clear target for improvement to promote equity in education.

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

The Leadership Team (Mr. Marc Schwam, Principal, Ms. Jacqueline Adler, Assistant Principal, D'Andrea Harris, Assistant Principal and Mr. Frank Torres, Assistant Principal), will monitor progress using Power BI, Performance Matters, and i-Ready data to capture student performance trends, sustainment of targeted groups, scaffolding support and preparation for standardized assessments.

Person responsible for monitoring outcome:

Marc Schwam (mschwam@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.)

To address the significant decline of 15% in the 2023 FAST ELA PM3 average school proficiency from the prior year suggests a decline in ELA proficiency. 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 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 the decisions they make about their instruction.

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

The evidence-based intervention aims to increase ELA proficiency within each subgroup, with the goal of closing the achievement gaps identified in the 2023 ELA FSA School proficiency report. Expected outcomes include: A noticeable improvement in the ELA proficiency rates for ELL, Hispanic, MUL, and WHT students.
Reduction in the gaps in ELA achievement between subgroups, reflecting more equitable educational outcomes. This intervention is data-driven, comprehensive, and responsive to the specific needs of each subgroup, aligning with the school's commitment to improving ELA proficiency and promoting educational equity among all student populations.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

During Phase II of the SIP (August 14 - September 29, 2023), the Leadership Team will ensure weekly high yield strategies to achieve learning gains and provide support for struggling students.

Person Responsible: Marc Schwam (mschwam@dadeschools.net)

By When: August 14 - September 29, 2023

During Phase II of the SIP (August 14 - September 29, 2023), the Leadership Team will conduct monthly data-chats with teachers during collaborative planning to monitor data- driven instruction.

Person Responsible: Kelli Lumbi (klumbi@dadeschools.net)

By When: August 14 - September 29, 2023

During Phase II of the SIP (August 14 - September 29, 2023), the Leadership Team will conduct quarterly professional development opportunities for teachers on the various elements aligned to the Effective Instructional Framework.

Person Responsible: Haydee Aguilar (haydeeaguilar@dadeschools.net)

By When: August 14 - September 29, 2023

#2. 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 2023 School Staff Climate Survey, 36% of stakeholders strongly agreed that the morale is high at our school. Based on the data, there was a decrease of 10 percentage points when compared to the 2022 School Staff Climate Survey and the contributing factors of over crowded classroom, staff attendance and lack of staff wellness activities, we will implement strategies that will Empower Teachers & Staff. Developing a culture where students, staff and families work together will promote a healthy development of engaged, self-aware, caring, respectful and responsible academic achievers.

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

With the implementation on Empowering Teachers and Staff strategies, our staff morale will increase 10 percentage points (for a total of 69%) in the 2024 Climate survey by June 2024.

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

The Leadership Team (Mr. Marc Schwam, Principal, Ms. Jacqueline Adler, Assistant Principal, Ms. D'Andrea Harris, Assistant Principal and Mr. Frank Torres, Assistant Principal), will survey teachers to garner ideas on initiatives/strategies/systems they would like to have implemented in our school. Based on survey responses, teachers will volunteer to lead different initiatives and showcase their leadership skills. Continuous access to ongoing wellness activities and resources for emotional support will increase opportunities for meaningful student/teacher relationships to develop. The combination of SEL and culturally responsive-sustaining education practices allows for a multiplier effect for richer and deeper experiences and increase the effectiveness, and enjoyment of instruction for both students and adults.

Person responsible for monitoring outcome:

Marc Schwam (mschwam@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 from the 2023 School Staff Climate indicates there has been a significant decrease in stakeholder perception of positive morale at the school, as indicated by the 2023 School Climate Survey. A 10 percentage point decrease from the previous year is noteworthy and suggests that there is critical need to improve staff morale in order to retain or recruit teachers. Empowering teachers and staff through SEL competencies and professional development will provide support and allow teachers and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

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

Nurturing competencies to empower both adults and young people will allow them to better recognize and manage biases, appreciate diversity, develop rich relationships with diverse individuals and groups, and make responsible, ethical decisions.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

During Phase II of the SIP (August 14- September 29, 2023), the Leadership Team will, provide meaningful and relevant SEL competency exposure, professional development opportunities and resources.

Person Responsible: Monique Ruiz (mdruiz@dadeschools.net)

By When: August 14- September 29, 2023

During Phase II of the SIP (August 14- September 29, 2023), the Leadership Team will provide regular, constructive, and personalized feedback on their practice that is formative in nature.

Person Responsible: Marc Schwam (mschwam@dadeschools.net)

By When: August 14- September 29, 2023

During Phase II of the SIP (August 14- September 29, 2023), the Leadership Team will provide teachers with monthly opportunities to showcase their student's strengths to colleagues.

Person Responsible: Marc Schwam (mschwam@dadeschools.net)

By When: August 14- September 29, 2023

#3. 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 2022-23 Reading and Math FSA School proficiency report, data reveals the 2023 Grades 3-8 FSA ELA achievement decreased 15% when compared the the 2022 FSA ELA school achievement. In Science the overall 2023 Science school achievement decreased 7% when compared the the 2022 Science proficiency. The 2023 CIVICS EOC average school proficiency decreased 12% when compared to the the 2022 Social Studies proficiency. Based on the data, collaborative planning will provide teachers the opportunity to work together and apply targeted data driven instruction promote effective further collaboration.

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

If teachers come together to share information, resources, ideas, and expertise then evidence of learning will become more accessible resulting in an increase of 5% in overall school proficiency in Reading, Science & Social Studies as evidenced by the state assessments in May 2024.

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

The Leadership Team (Mr. Marc Schwam, Principal, Ms. Jacqueline Adler, Assistant Principal, D'Andrea Harris, Assistant Principal and Mr. Frank Torres, Assistant Principal), will conduct weekly walk-throughs to capture common grade level/department planning, standard-based instruction, and data-driven assessments that will promote effective collaboration and data driven lessons.

Person responsible for monitoring outcome:
Marc Schwam (mschwam@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.)

Standards-Based Collaborative Planning is observable when Teachers develop goals with peers guided by school performance data and nuanced by student feedback and observations of practice. Collaboration enables priorities to be agreed upon collectively and connections between goals to be leveraged to deliver expedited school improvement.

2023-24 Standards-Based Collaborative Planning is expectations include:

*Improved Student Achievement: By aligning instruction with academic standards and sharing effective teaching strategies, student achievement is expected to improve across all subgroups.

*Data-Driven Decision Making: The intervention promotes a culture of data-driven decision making, allowing educators to respond proactively to students' needs.

*Enhanced Teacher Collaboration: Collaboration within PLCs fosters a culture of teamwork, mutual support, and professional growth among educators.

*Consistency in Instruction: A well-defined curriculum map ensures consistency in what is taught across grade levels and subjects, reducing gaps and overlaps in learning.

*Equity in Education: Standards-Based Collaborative Planning helps address disparities in achievement among subgroups by ensuring that all students have access to high-quality, standards-aligned instruction.

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

Standards-Based Collaborative Planning is a research-backed intervention that brings educators together to improve teaching and learning through standards-aligned curriculum, data-driven decision making, and differentiated instruction. It promotes equity and excellence in education by that all students have access to high-quality instruction aligned with academic standards.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

During Phase II of the SIP (August 14- September 29, 2023), the Leadership Team will conduct biweekly focus group to analyze and monitor student performance to determine student needs, planning, and decision-making to address learning barriers.

Person Responsible: D'Andrea Harris (324876@dadeschools.net)

By When: August 14- September 29, 2023

During Phase II of the SIP (August 14- September 29, 2023), the Leadership Team will provide instructional resources to staff so they can effectively collaborate and plan standard aligned lessons.

Person Responsible: Kelli Lumbi (klumbi@dadeschools.net)

By When: August 14- September 29, 2023

During Phase II of the SIP (August 14- September 29, 2023), the Leadership Team will conduct quarterly professional development opportunities for teachers on the various elements aligned to the Effective Instructional Framework.

Person Responsible: Haydee Aguilar (haydeeaguilar@dadeschools.net)

By When: August 14- September 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 2023 School Staff Climate Survey, 59% of stakeholders expressed the overall climate of the school promotes learning. The data indicates when compared to the 2022 Climate Survey there was a 35% decrease in survey feedback. Data demonstrates there is a critical need to increase the school climate.
Developing a culture where students, staff and families feel welcomed and working together will promote a healthy development of engaged, self-aware, caring, respectful and responsible academic achievers.

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

If the administration team successfully implements culturally responsive awareness and training, will achieve a 5% increase on the 2024 School Climate Survey in the category related to a positive and supportive learning environment.

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

The Leadership Team (Mr. Mark Schwam, Principal, Ms. Jacqueline Adler, Assistant Principal, Ms. D'Andrea Harris, Assistant Principal and Mr. Frank Torres, Assistant Principal), will survey stakeholders quarterly to garner ideas on initiatives/strategies/systems they would like to have implemented in our school. The combination of SEL and culturally responsive-sustaining education practices allows for a multiplier effect for richer and deeper experiences and increase the effectiveness, and enjoyment of instruction for both students and adults.

Person responsible for monitoring outcome:
Marc Schwam (mschwam@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.)

Culturally Responsive Pedagogy approach recognizes the cultural diversity of the student population, particularly the Aboriginal and Torres Strait Islander students, and aims to create a learning environment that respects and incorporates their cultural backgrounds and perspectives into the curriculum and teaching practices.

Components of the Intervention:

Cultural Awareness Training: Teachers and staff receive training to develop a deeper understanding of the history, culture, and experiences of Aboriginal and Torres Strait Islander students and their communities.
Incorporating Indigenous Perspectives: Curriculum materials are reviewed and adapted to include Indigenous perspectives, histories, and contributions across various subjects. This ensures that Indigenous students see themselves reflected positively in the curriculum.
Community Engagement: The school establishes partnerships with local Indigenous communities, elders, and organizations. These partnerships help in integrating cultural knowledge and practices into the school's activities and events.
Inclusive Teaching Strategies: Teachers are trained in culturally responsive teaching strategies that promote student engagement and success. These strategies may include storytelling, art, and experiential learning.
Support for Indigenous Languages: Efforts are made to support and revitalize Indigenous languages

spoken by students, including incorporating language instruction into the curriculum.
Cultural Celebrations and Events: The school holds regular cultural celebrations and events that showcase Aboriginal and Torres Strait Islander cultures, fostering a sense of pride and belonging among students.

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

Implementing culturally responsive awareness will create an inclusive, equitable, and supportive learning environment that respects and celebrates the cultural diversity of the school community. This strategy aligns with educational research, legal requirements, community expectations, and the broader goal of enhancing the school climate for the benefit of all students.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

During Phase II of the SIP (August 14 - September 29, 2023), the Leadership Team will, provide meaningful and relevant SEL professional development opportunities and resources.

Person Responsible: Monique Ruiz (mdruiz@dadeschools.net)

By When: August 14 - September 29, 2023

During Phase II of the SIP (August 14 - September 29, 2023), the Leadership Team will introduce Parent Resource Nights that offer resources to parents & students to increase student achievement.

Person Responsible: Marc Schwam (mschwam@dadeschools.net)

By When: August 14 - September 29, 2023

During Phase II of the SIP (August 14 - September 29, 2023), the Administrative Team will celebrate quarterly student accomplishments to enhance student morale and motivate teacher involvement.

Person Responsible: D'Andrea Harris (324876@dadeschools.net)

By When: August 14 - September 29, 2023

#5. -- Select below -- specifically relating to

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.

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

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

Person responsible for monitoring outcome:

[no one identified]

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.)

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

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.

No action steps were entered for this area of focus

#6. -- Select below -- specifically relating to

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.

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

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

Person responsible for monitoring outcome:

[no one identified]

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.)

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

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.

No action steps were entered for this area of focus

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).

N/A

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.

N/A

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?

N/A

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?

N/A

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

N/A

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.

N/A

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))

N/A

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))

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

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))

N/A

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))

N/A

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: Benchmark-aligned Instruction	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
3	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
5	III.B.	Area of Focus: -- Select below --:	$0.00
6	III.B.	Area of Focus: -- Select below --:	$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