

Miami-Dade County Public Schools

Ethel Koger Beckham K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Ethel Koger Beckham K 8 Center

4702 SW 143RD CT, Miami, FL 33175

<http://beckham.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.

Every child comes to our school with strengths and abilities. The staff of Ethel Koger Beckham K-8 Center is committed to connecting these abilities with deeper and wider ways of knowing... finding the intelligence... building character within our students... seeing each child as an individual with unique hopes, dreams, skills, and needs... “Nurture Every Child's Potential.”

Provide the school's vision statement.

The predominant purpose of education is to provide the opportunity for each child to grow into his or her full capacity. Education is about opening doors, opening minds, and opening possibilities. The staff at Ethel Koger Beckham K-8 Center will “Nurture Every Child's Potential.” Our staff believes that building character in our children enables them to reach their potential: intellectually, physically, and morally. Our teaching is directed to the whole child; making our school a caring community, conducive to teaching and learning. This is why our school's motto is “Nurturing Every Child's 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
Sanchez, Cecilia	Principal	Our principal is focused on advancing student and staff learning. She lead the way in helping teachers provide rigorous, standards-based instruction to ensure that students achieve the intended outcomes while meeting their individual needs. Our school leader is committed to providing teachers quality feedback while following the Framework of Effective Instruction. During pre and post observation conferences, the principal is looking for a student-centered classroom where students are challenged to think in cognitively complex ways.
Paredes, Charity	Assistant Principal	Responsible for implementing district and school policies, managing administrative tasks, and assisting with curriculum development. In addition, the assistant principal promotes a positive climate for learning, including participation in the development and implementation of improvement plans and effectively communicating school objectives with all stakeholders.
Castillo, Iliana	Teacher, PreK	Dr. Castillo promotes and supports literacy throughout the school through 21st Century Learning Skills.

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.

Stakeholders are presented with SIP for feedback and contribute to such throughout the school year. Parents and students during EESAC meetings and faculty and staff during faculty meetings. Grade groups discuss SIP and provide input as needed to contribute to School Improvement Process.

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))

SIP is reviewed and feedback is requested from faculty and staff as well as other stakeholders throughout the school year during faculty meetings, grade level meetings, and EESAC.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	60%
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) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	5	3	3	2	5	5	3	6	33	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	2	0	1	5	0	0	1	9	
Course failure in Math	0	1	0	0	1	1	1	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	2	5	13	3	7	3	33	
Level 1 on statewide Math assessment	0	0	0	2	4	13	3	2	3	27	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	5	5	10	8	15	7	16	18	86	

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	1	1	1	2	2	9	2	2	3	23	

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	5	1	1	2	0	0	0	0	0	9	
Students retained two or more times	0	0	0	0	0	0	0	0	0		

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	7	4	6	5	7	2	4	6	41	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	2	0	1	3	1	0	1	0	8	
Course failure in Math	0	0	0	0	0	1	1	1	0	3	
Level 1 on statewide ELA assessment	0	0	0	0	1	1	7	0	7	16	
Level 1 on statewide Math assessment	0	0	0	0	3	2	5	9	6	25	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	0	2	5	2	11	9	13	44	

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	0	0	1	4	5	5	2	19

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	5	3	2	3	4	6	4	6	1	34
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	1	4	0	0	1	0	8
Course failure in Math	0	0	0	7	13	4	7	3	6	40
Level 1 on statewide ELA assessment	0	0	0	6	12	3	3	3	4	31
Level 1 on statewide Math assessment	0	0	0	0	3	2	5	9	6	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	5	8	10	15	8	16	18	15	103

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	0	1	4	8	2	2	3	1	22

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	82	61	53	87	62	55	82		
ELA Learning Gains				77			59		
ELA Lowest 25th Percentile				75			46		
Math Achievement*	83	63	55	82	51	42	74		
Math Learning Gains				73			41		
Math Lowest 25th Percentile				74			32		
Science Achievement*	78	56	52	71	60	54	63		
Social Studies Achievement*	93	77	68	96	68	59	87		
Middle School Acceleration	92	75	70	76	61	51	57		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	68	62	55	78	75	70	71		

** 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	83
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	582
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	789
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	74			
AMI				
ASN				
BLK				
HSP	83			
MUL				
PAC				
WHT				
FRL	79			

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	68			
ELL	76			
AMI				
ASN				
BLK				
HSP	79			
MUL				
PAC				
WHT				
FRL	78			

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	82			83			78	93	92			68
SWD	52			65			39				5	45
ELL	79			80			65				5	68
AMI												
ASN												
BLK												
HSP	82			83			78	93	92		7	68
MUL												
PAC												
WHT												
FRL	75			79			67	88	80		7	75

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	87	77	75	82	73	74	71	96	76			78
SWD	63	68	64	66	59	79	46	94				71
ELL	85	75	71	85	75	80	63	89	60			78
AMI												
ASN												
BLK												
HSP	87	78	75	82	73	75	71	96	76			78
MUL												
PAC												
WHT												
FRL	85	76	75	80	71	74	68	97	73			76

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	82	59	46	74	41	32	63	87	57			71
SWD	49	38	32	67	46	41	32		8			73
ELL	82	62	56	74	40	34	66	95	50			71
AMI												
ASN												
BLK												
HSP	82	59	47	74	41	31	63	88	57			71
MUL												
PAC												
WHT												
FRL	80	56	46	72	40	31	59	86	55			72

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	81%	56%	25%	54%	27%
07	2023 - Spring	86%	50%	36%	47%	39%
08	2023 - Spring	81%	51%	30%	47%	34%
04	2023 - Spring	75%	58%	17%	58%	17%
06	2023 - Spring	82%	50%	32%	47%	35%
03	2023 - Spring	82%	52%	30%	50%	32%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	82%	58%	24%	54%	28%
07	2023 - Spring	76%	48%	28%	48%	28%
03	2023 - Spring	89%	63%	26%	59%	30%
04	2023 - Spring	76%	64%	12%	61%	15%
08	2023 - Spring	65%	59%	6%	55%	10%
05	2023 - Spring	82%	58%	24%	55%	27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	77%	40%	37%	44%	33%
05	2023 - Spring	72%	50%	22%	51%	21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	56%	38%	50%	44%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	52%	42%	48%	46%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	68%	25%	66%	27%

III. Planning for Improvement

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

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

The data component that showed the lowest performance was Science. Although science was the lowest data component, there was a three-percentage point increase in the percentage of students scoring at proficiency level. Science was an area of focus for our 2022-2023 School Improvement Plan and although growth was achieved, the strategies to further increase proficiency for this component will be implemented.

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

The data component that showed the greatest decline from the prior year was ELA. One critical factor contributing to this decline was the transition to computer-based testing as well as testing stamina as teachers and students transitioned to the new platform and length of test.

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.

Ethel Koger Beckham K-8 Center surpassed the state average in all data components. The performance component closest to the state average was the area of Science. Although the proficiency level was twenty-three percentage points above the state average, this continues to be an area of focus for the school.

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

The data component that showed the most improvement was the area of Science. During the 2022-2023 school year, opportunities for students to engage in hands on experiences to facilitate the connection between the standards and the real world were increased. Additionally, extended day services for all students in grades 5 and 8 were provided.

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

Reflecting on the EWS data from Part I, an area of concern was in student absences. There is a clear correlation between students consistently scoring levels 1 or 2 on the FSA/FAST ELA and/or Mathematics and excessive absences. Although Ethel Koger Beckham K-8 Center students consistently score among the top schools in attendance, this group of students need improvement in attendance to close achievement gaps and reach proficiency levels.

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

Our highest priority for the School Improvement Plan in the upcoming school year is ELA for all students. Priority focus will be given to students who did not meet proficiency as well as maintaining or improving achievement for those at proficiency. In addition to this priority, Ethel Koger Beckham K-8 Center will also focus on the aforementioned areas of concern: Science and Attendance.

Area of Focus

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

#1. Instructional Practice specifically relating to 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.

After reviewing the 2023 spring data, ELA proficiency decreased 6 percentage points when compared to the 2022 spring administration. This drop in proficiency level reveals a crucial need for additional focus on this area.

Measurable Outcome:

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

By exposing students to additional reading opportunities to increase their stamina, this will allow for more to reach their Accelerated Reader goal and overall school-wide proficiency will increase by 3 percentage points, as evidenced by i-Ready progress monitoring and state assessments.

Monitoring:

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

The leadership team will conduct quarterly data chats by grade levels and departments to monitor the percent of students meeting their accelerated reading goal as well as iReady usage. Teachers will provide students with weekly updates of usage on i-Ready as well as accelerated reading. A system of reward will be in place to incentivize students to meet these goals.

Person responsible for monitoring outcome:

Charity Paredes (305171@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.)

The evidence-based intervention being implemented for this Area of Focus is Ongoing Progress Monitoring (OPM). The anticipated percent increase after implementing evidenced-based interventions is 3 percentage points.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ongoing Progress Monitoring will empower students to set personal learning goals which will enable them to own their data and hold themselves accountable for their academic progress. Providing students with opportunities to be recognized for meeting their weekly/quarterly goals will encourage them to strive towards consistently meeting these goals.

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 provide students with weekly updates on progress towards i-Ready usage and Accelerated Reader.

Person Responsible: Charity Paredes (305171@dadeschools.net)

By When: August 14 through September 29

Incentives will be provided on a monthly basis to those students who are meeting their goals. Committee will develop a calendar of events to recognize students.

Person Responsible: Cecilia Sanchez (pr0251@dadeschools.net)

By When: August 14 through September 29

Conduct teacher/student data chats and administrative data chats to monitor student usage on a quarterly basis.

Person Responsible: Cecilia Sanchez (pr0251@dadeschools.net)

By When: August 14 through September 29

#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.

Based on the data reviewed, our school findings demonstrated that in 2022, 87% of students in 5th grade were proficient in comparison to 72% in 2023. This decrease in proficiency levels of 15 percentage points is an area of concern.

Measurable Outcome:

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

By incorporating more essential labs to engage students, then overall science proficiency level in grade 5 will increase from by 5 percentage points from 72% to 77%.

Monitoring:

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

Teachers will administer and monitor student performance on unit assessments, as well as baseline and mid-year assessments.

Quarterly data chats will be conducted to identify areas of need of improvement and support in facilitating essential labs to meet students' individual needs. The expected percent increase in proficiency levels is of 5 percentage points.

Person responsible for monitoring outcome:

Charity Paredes (305171@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.)

The evidenced-based intervention that will be implemented for this area of focus is Interactive Learning Environment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Exposing students to more opportunities to conduct essential labs will allow them to bridge the gap between application and theory.

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.

Students in all grade levels will create/maintain an authentic interactive science journal that is age appropriate.

Person Responsible: Cecilia Sanchez (pr0251@dadeschools.net)

By When: August 14 through September 29

Walkthroughs will be conducted on a monthly basis and the focus will be the implementation of essential labs. Students will be able to apply the knowledge gained in the labs onto the district unit assessment.

Person Responsible: Cecilia Sanchez (pr0251@dadeschools.net)

By When: August 14 through September 29

Provide opportunities for teachers to meet and develop science activities

Person Responsible: Cecilia Sanchez (pr0251@dadeschools.net)

By When: August 14 through September 29

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

According to question number 26 of the 2023 School Climate Survey, 75 percent of students expressed that they like going to school. This was a five percentage point decrease in comparison to the 2022 school year.

Measurable Outcome:

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

Students' response to wanting to attend school and feeling of the overall positive school climate during the 2023-2024 school year will be increased by three percentage points.

Monitoring:

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

School-wide ideas, activities, and interests will be recorded through monthly committee meetings to promote a positive school culture for students.

Person responsible for monitoring outcome:

Cecilia Sanchez (pr0251@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.)

The evidenced-based intervention that will be implemented for this area of focus is Interactive Rewards/ Incentives.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Continuing rewards/incentives for students is the practice in which a school expands on the number of people involved in making important decisions related to the school's organizations. Rewarding students for a variety of goals set forth ahead of time will increase the number of students who want to attend school on a regular basis.

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.

Develop a committee to organize monthly rewards and activities to incentivize a variety of school related components such as attendance, effort, completion of assignments.

Person Responsible: Charity Paredes (305171@dadeschools.net)

By When: August 14 through September 29

Share calendar of events, criteria and expectation with all students, faculty and staff.

Person Responsible: Charity Paredes (305171@dadeschools.net)

By When: August 14 through September 29

Monitor monthly criteria set forth to determine which students are meeting criteria and provide rewards in a timely manner.

Person Responsible: Charity Paredes (305171@dadeschools.net)

By When: August 14 through September 29

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

Area of Focus Description and Rationale:

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

Based on the data reviewed, our student population had an increase of 5 percentage points in attendance, of students with less than 10 cumulative absences when comparing the 2021-2022 school year to the 2022-2023 school year. To ensure this upward trend we will continue implementing monthly student engagement activities and incentives.

Measurable Outcome:

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

The number of students with 10 or less absences during the 2023-2024 school year will increase by 2 percentage points.

Monitoring:

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

Through monthly attendance initiatives we will track attendance trends and adjust accordingly. School personnel monitor attendance and make phone calls when students are absent. Students will be recognized quarterly during awards assemblies for their perfect attendance. Attendance raffles will be conducted during the morning announcements. Reward and incentive programs will be implemented school-wide through the Attendance Initiatives.

Person responsible for monitoring outcome:

Charity Paredes (305171@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.)

The evidence based intervention that will implemented for this area of focus is Attendance Initiatives.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students will learn to adhere to guidelines and gain a sense of autonomy as they are acknowledged for their attendance weekly and/or quarterly. Attendance Initiatives will assist in accelerating student proficiency and learning gains.

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.

On a weekly basis, attendance committee will gather the names of the students that were present throughout the school week following the Attendance Initiative plan.

Person Responsible: Iliana Castillo (262234@dadeschools.net)

By When: August 14 through September 29

A raffle will be conducted during the morning announcements to reward students with perfect attendance.

Person Responsible: Iliana Castillo (262234@dadeschools.net)

By When: August 14 through September 29

On a quarterly basis, teachers will compile a list of students that met the goal of perfect attendance for that quarter and acknowledge them during the awards assembly.

Person Responsible: Iliana Castillo (262234@dadeschools.net)

By When: August 14 through September 29