Bel Aire Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Bel Aire Elementary School

10205 SW 194TH ST, Cutler Bay, FL 33157

http://belaireeagles.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.

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Provide the school's vision statement.

We are committed to provide educational excellence for all.

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
Oliu, Yolanda	Principal	The role of the principal is to convene Leadership Team meetings and oversee that all aspects/components are being carried out with fidelity.
Maza, Monica	Assistant Principal	The role of the Assistant Principal is to monitor all curricular programs and initiatives a the school site and assist the principal in ensuring the fidelity of all programs.
Uceta, Maria	Reading Coach	The role of the Reading Coach is to support ELA teachers as they plan the delivery of lessons, differentiated instruction, and interventions for students. Her role is to model lessons when necessary and be a liaison between teachers and the administrative team.
Henry, Tangela	Math Coach	The role of the Math Coach is to serve as liaison between math teachers and the administration. She supports the areas of interventions, core instruction and ensures teachers utilize their data to deliver instruction appropriately.

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.

Bel-Aire Elementary School will involve faculty, staff, families, community members and businesses that support the vision and mission of the school. All stakeholders are included in the development of the SIP through discussions during EESAC meetings, parent orientation meetings, and school wide meetings

that focus on student data and successes. Stakeholders are asked to offer ideas for the development of the SIP to ensure there is a sense of ownership in the development of the goals of the school.

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

The SIP is regularly monitored throughout the school year in a variety of ways. The SIP is discussed during faculty meetings, school wide parent meetings and leadership team meetings to ensure the process of support student learning and the goals of the SIP are met. The SIP is a fluid document that is reviewed quarterly during collaborative planning meetings, leadership team meetings, faculty meetings and school wide parent meetings. Suggestions for revisions are taken into account and necessary changes are made once the EESAC and the leadership team agree to the changes, if necessary.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 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	19	14	11	19	8	9	0	0	0	80
One or more suspensions	0	0	0	0	6	0	0	0	0	6
Course failure in English Language Arts (ELA)	0	4	3	12	15	18	0	0	0	52
Course failure in Math	0	1	2	5	12	21	0	0	0	41
Level 1 on statewide ELA assessment	0	0	0	8	11	23	0	0	0	42
Level 1 on statewide Math assessment	0	1	2	5	12	21	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	6	18	18	19	0	0	0	66

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	19	25	24	67	82	111	0	0	0	328

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	50	2	8	4	0	0	0	0	64
Students retained two or more times	0	0	0	2	1	0	0	0	0	3

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	22	8	13	5	13	5	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	7	16	19	9	0	0	0	56
Course failure in Math	0	1	3	13	20	6	0	0	0	43
Level 1 on statewide ELA assessment	0	0	0	13	23	13	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	18	19	19	0	0	0	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	10	26	19	13	0	0	0	70

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	6	21	28	19	0	0	0	76

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	6	7	4	3	0	0	0	21
Students retained two or more times	0	0	0	1	2	1	0	0	0	4

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	22	8	13	5	13	5	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	7	16	19	9	0	0	0	56
Course failure in Math	0	1	3	13	20	6	0	0	0	43
Level 1 on statewide ELA assessment	0	0	0	13	23	13	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	18	19	19	0	0	0	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	10	26	19	13	0	0	0	70

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	6	21	28	19	0	0	0	76

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	6	7	4	3	0	0	0	21
Students retained two or more times	0	0	0	1	2	1	0	0	0	4

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*	49	60	53	42	62	56	39		
ELA Learning Gains				58			38		
ELA Lowest 25th Percentile				61			40		
Math Achievement*	55	66	59	49	58	50	32		
Math Learning Gains				79			20		
Math Lowest 25th Percentile				68			20		
Science Achievement*	50	58	54	51	64	59	28		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	66	63	59	54			68		

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	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	266
Total Components for the Federal Index	5

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	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	462
Total Components for the Federal Index	8
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	44			
ELL	48			
AMI				
ASN				
BLK	40	Yes	1	
HSP	57			
MUL				
PAC				
WHT				
FRL	56			

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	56			
ELL	60			
AMI				
ASN				
BLK	45			
HSP	62			
MUL				
PAC				
WHT				
FRL	58			

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	49			55			50					66
SWD	27			42							3	64
ELL	42			53			36				5	66
AMI												
ASN												
BLK	41			45			44				4	
HSP	53			59			53				5	65
MUL												
PAC												
WHT												
FRL	52			57			48				5	72

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	42	58	61	49	79	68	51					54
SWD	24	67		36	100							55
ELL	48	65		52	88		50					54
AMI												
ASN												
BLK	30	43		40	66	54	38					
HSP	51	71		52	89		57					51
MUL												
PAC												
WHT												
FRL	42	58	59	48	79	72	53					55

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	39	38	40	32	20	20	28					68
SWD	24			41								75
ELL	40	39		41	24		18					68
AMI												
ASN												
BLK	29	36		22	21		36					
HSP	43	36		36	17		20					69
MUL												
PAC												
WHT												
FRL	39	39		31	20	20	26					67

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	45%	56%	-11%	54%	-9%
04	2023 - Spring	49%	58%	-9%	58%	-9%
03	2023 - Spring	35%	52%	-17%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	63%	-22%	59%	-18%
04	2023 - Spring	61%	64%	-3%	61%	0%
05	2023 - Spring	49%	58%	-9%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	50%	-13%	51%	-14%

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.

According to the State Assessment Chart provided, the data component that showed the lowest performance was Science for the African-American population in 2022. When compared to all students, their proficiency rates were 38% as compared to 52% for all students. Despite efforts to offer interventions and push-in support from teachers, students continue to struggle. However, our efforts will continue in these endeavors.

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

According to the State Assessment Chart provided for spring 2023 F.A.S.T. ELA PM 3, there was a 21 percentage point decline in scores between African-American students and Hispanic students in grades 3 through 5 as demonstrated in the results of the 2022 spring ELA FSA assessment. African-American students scored 29.7% proficient while Hispanic students scored 50.8%. Despite all efforts of offering students interventions and push-in support, the decline resulted. This will continue to be monitored.

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.

According to the State Assessment Chart (ELA) provided, there was an 11 percentage point gap between the state and the school in 2021-2022 results. The school's proficiency rate was 42% while the state was 53%. This could have been contributed by students recently returning to traditional instruction that school year due to Covid-19 Pandemic.

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

The data component that demonstrated the most improvement was Mathematics. Students in grades three through five increased from 41.9% proficiency in 2021 to 49.9% proficiency in 2022.

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

After reflecting on our EWS data, it is evident that two potential areas of concern continue to be student attendance and students that continue to fail ELA courses.

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

Our highest priority for school improvement is ELA for the upcoming school year. Our second highest priority for school improvement is the area of Science.

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 Differentiation

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 PM3 data, 54% of third through fifth graders are reading at proficiency and 56% of math students are performing at proficiency. Based on the data and contributing factors of an increase in ESOL level 1 students and the need for student centered activities, we will implement the targeted element of differentiation.

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

With the implementation of Differentiated Instruction, we expect to see a 5% increase in student proficiency in ELA and math by the final FAST assessment in 2024 (PM 3).

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

The Leadership Team will conduct data chats during collaborative planning sessions to drive instruction and identify subgroups.

Person responsible for monitoring outcome:

Maria Uceta (muceta@dadeschools.net)

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

Differentiated Instruction is an essential component for effective teaching that involves providing instruction to all students at their instructional level and at grade level with scaffolding. It is used to ensure all students can learn at their own level while still providing them opportunity to gain knowledge at grade level text or topic. Student abilities are recognized and not ignored to help students.

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

Differentiation of Instruction was selected to ensure the needs of all learners are met during core and small group instruction on grade level. Scaffolded lessons will be implemented to ensure complex grade level text and grade level concepts are addressed appropriately during differentiated instruction.

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.

Results of ELA and Math FAST PM3, ELA progress monitoring assessments and Math/Science Topic assessments, will be reviewed during weekly collaborative planning to identify subgroups in ELA, Math, and Science (5th grade) with instructional coaches.

Person Responsible: Tangela Henry (tanghenr@dadeschools.net)

By When: From August 14 to September 29, 2023.

A school-wide professional learning opportunity will be offered on August 15, 2023 with a focus on data review and selection of student centered activities to implement and monitor the effectiveness of small group and core instruction.

Person Responsible: Maria Uceta (muceta@dadeschools.net)

By When: From August 14 to September 29, 2023.

During collaborative planning sessions, teachers and the instructional coaches will discuss the expectations of DI implementation and the importance of data tracking to meet student achievement goals. Effective implementation will be evident through the continuous use of DI folders.

Person Responsible: Tangela Henry (tanghenr@dadeschools.net)

By When: From August 14 to September 29, 2023.

#2. Instructional Practice specifically relating to Student Engagement

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 PM3 data, 54% of third through fifth graders are reading at proficiency and 56% of math students are performing at proficiency. Based on the data and contributing factors of an increase in ESOL level 1 students and the need for student centered activities, we will implement the targeted element of differentiation.

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

If teachers implement student centered activities in ELA, Mathematics, and Science then 3rd-5th grade proficiency will increase by 5 percentage points in each of the areas listed by the end of the year statewide assessments.

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

The ELA/Math Coaches will provide a PD focused on student centered activities. The Leadership Team will conduct weekly walkthroughs to ensure implementation.

Person responsible for monitoring outcome:

Monica Maza (mmaza1@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.)

Student engagement is an integral part of ensuring students are acquiring knowledge.
Students that are highly attentive and focused will have better academic results.
Students that feel connected to the lessons will have physical, cognitive, emotional and cognitive benefits

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

Student Engagement was selected as a strategy to support student learning. School data indicate that students that were present and engaged performed best on state assessments.

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 weekly collaborative planning sessions, teachers will identify student centered activities that are best suited to address the standards of the lessons and optimize student engagement. Collaborative planning sessions will take place every week beginning August 17, 2023.

Person Responsible: Tangela Henry (tanghenr@dadeschools.net)

By When: From August 14 to September 29, 2023.

The administrative team along with assistance from the Leadership Team will develop "Look Fors" for student engagement and WIDA descriptors for teachers to implement in the classrooms. "Look Fors" will be created during the week of September 12, 2023.

Person Responsible: Tangela Henry (tanghenr@dadeschools.net)

By When: From August 14 to September 29, 2023.

Ongoing Professional Learning with a focus on student centered activities in the areas of math, reading, and science will be offered to all teachers. This will ensure students will receive instructions with evidence based strategies.

Person Responsible: Maria Uceta (muceta@dadeschools.net)

By When: From August 14 to September 29, 2023.

#3. 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 data, 47% of 5th grade students were proficient on the NGSS Science assessment, a decrease of 3 percentage points when compared to 2022 data. Science scores indicate a need and support in more extensive academic vocabulary instruction.

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

With the implementation of explicit and strategic academic vocabulary instruction in Science, Math and Reading we expect an increase in 5 percentage points in NGSS Science Assessment.

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

Explicit and strategic academic vocabulary instruction will be planned for during weekly collaborative sessions. In addition, weekly walkthroughs will be conducted by the administrative team to ensure standards aligned instruction utilizing academic vocabulary is implemented with fidelity.

Person responsible for monitoring outcome:

Tangela Henry (tanghenr@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.)

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

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

According to the 2023 data 47% of 5th grade students were proficient on the NGSS Science assessment, a decrease of 3 percentage points when compared to 2022 data. Science scores indicate a need and support in more extensive academic vocabulary instruction for all learners including ESOL and ESE 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.

Visuals and visual stimuli such as anchor charts, graphic organizers, and interactive journals will be implemented across all content areas to ensure academic vocabulary instruction.

Person Responsible: Tangela Henry (tanghenr@dadeschools.net)

By When: From August 14 to September 29, 2023.

A school wide Science Project template will be shared with students to complete. Steps will be given to students and will follow the Scientific Method and inquiry strategies to ensure all components are developed for projects. Progress will be closely monitored to ensure students complete.

Person Responsible: Tangela Henry (tanghenr@dadeschools.net)

By When: August 14 to September 29, 2023.

Exposure to diverse scientific text, videos, and PowerPoints will ensure effective academic vocabulary instruction and improvement in vocabulary skills.

Person Responsible: Tangela Henry (tanghenr@dadeschools.net)

By When: September 29, 2023

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

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

According to the attendance summary report on PowerBI for the 2022-2023 school year, the average number of absences is 14 days. Additionally,17% of students had 31 or more absences during the 2022-2023 school year. It is evident that attendance is an area of concern for our school. Despite efforts to increase average daily attendance rates our school continues to trend negatively. Therefore, we will focus on improving communication with stakeholders.

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

With the implementation of communication with stakeholders an increase will be evident in the average daily attendance rates by the end of the school year.

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

Student attendance will be monitored daily. Teachers and counselor will monitor attendance daily and communicate with parents/guardians regarding chronic absences. To ensure that parents are apprised of all pertinent school information including attendance, communication protocols used will vary and will include the school website, emails, message boards, social media, Schoolmessenger, and the school marquee.

Person responsible for monitoring outcome:

Monica Maza (mmaza1@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.)

Communicate with stakeholders is the establishment of well designed communication protocols which keeps students, parents, stakeholders, and the community abreast of the positive things that are happening at the school. This includes, but is not limited to, recurring meetings, and up to date website, emails, phone calls, message boards/marques, monthly newsletter and printed digital materials. When school leaders communicate effectively, students learn, parents and community members understand and support what the school is doing, and the process of teaching and learning moves forward. When the school leader ensures that students, staff, and parents are not only informed but have an active voice in their school community..

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

It is evident that attendance is an area of concern for our school. Despite efforts to increase average daily attendance rates our school continues to trend negatively. Therefore, we will focus on improving communication with stakeholders to ensure attendance rates increase during the 2023-2024 school year.

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.

Homes of students with 10 or more absences will be visited by a member of the leadership team to ensure families have resources necessary for students to be present at school. The Daily Attendance Bulletin will be monitored daily to ensure student attendance trends positively. The administrative team and the HERO interventionist will meet with parents of students on the Attendance Targeted Student Attendance report every other week to offer resources and/or wrap-around services if needed.

Person Responsible: Monica Maza (mmaza1@dadeschools.net)

By When: From August 14 to September 29, 2023.

The school will provide multiple avenues of communication such as, Schoolmessenger, the school marque, social media, calendar of events, and newsletter to keep parents/guardians abreast of school events. Special school events to motivate positive attendance rates will be advertised and will take place on days prior to long breaks such as winter break and spring break.

Person Responsible: Monica Maza (mmaza1@dadeschools.net)

By When: From August 14 to September 29, 2023.

Members of the Attendance Review Committee will closely monitor attendance and meetings will be held on a biweekly basis for targeted students.

Person Responsible: Monica Maza (mmaza1@dadeschools.net)

By When: From August 14 to September 29, 2023.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

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

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

According to RAISE data, 50% or more of students in grade 1 performed below the 40th percentile in the Star Reading assessment.

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

According to RAISE data, 50% or more of students in grade 3 performed below the 40th percentile or below a level 3 in the FAST ELA assessment.

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

Gradual Release Model will be implemented in Kindergarten through Second grade, and effectiveness will be measured by monitoring student performance and student gains on the Star Reading Assessment administered in the spring of 2024.

Grades 3-5 Measurable Outcomes

Gradual Release Model will be implemented in Third through Fifth grade, and effectiveness will be measured by monitoring student performance and student gains on the FAST progress monitoring assessments (PM3) administered in the spring of 2024.

Monitoring

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

Student achievement will be monitored using McGraw Hill biweekly progress monitoring, i-ready performance, student work samples, and intervention progress. Student progress will be monitored twice a quarter with the Reading Coach and the Leadership Team to ensure students are attending all interventions with fidelity and making appropriate progress.

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

Uceta, Maria, muceta@dadeschools.net

Evidence-based Practices/Programs

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

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

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

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

The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

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

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

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

The Gradual Release of Responsibilities Model (GRRM) addresses the identified need of our students. ELA scores for 2023 indicate a need for teachers to foster independent learning in the classroom so that students are more confident as they approach new learning opportunties.

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
The school will offer identified grade 1 students and ELL students Push In support by additional personnel, Differentiated Instruction during the ELA block and Tier 2/ Tier 3 interventions with fidelity and rigor.	Uceta, Maria, muceta@dadeschools.net
The school will offer identified grade 3 students and ELL students Push In support from additional personnel, Differentiated Instruction during the ELA block and Tier 2/ Tier 3 interventions with fidelity and rigor.	Uceta, Maria, muceta@dadeschools.net

Title I Requirements

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

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

The 2023-2024 School Improvement Plan for Bel-Aire Elementary School will be disseminated to all stakeholders in a variety of ways that include the school website, links attached to SchoolMessenger via emails and other social media outlets such as Facebook, Twitter and Instagram. Additionally, a hardcopy of the School Improvement Plan will be made available in the Parent Resource area and upon request. The School Improvement Plan will be shared and made available at the Title I Orientation meeting, PTO meetings, school events and showcases.

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))

Bel-Aire Elementary School prides itself on building strong and positive relationships with parents, families and other community stakeholders. The school will continue to fulfill the school's mission and support the needs of students by conducting quarterly student/leadership team data chats and providing parents F.A.S.T. /Renaissance Assessment & i-Ready AP results for each progress monitoring session throughout the school year. This will be completed to ensure parents and families are informed of the progress of their children and all stakeholders are provided the tools to support students.

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))

Bel-Aire Elementary School plans to strengthen the academic program in the school by ensuring all interventions for Tier 2 and Tier 3 students are completed with rigor and fidelity from the very first week

of school. The school has secured interventionists to ensure the most fragile students are identified and targeted for support. Their progress will be monitored closely throughout the school year. In order to support the strengthening of the academic program, the school will focus on Differentiated Instruction and Student Engagement as the areas of focus to support the quality learning time at the school site.

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))

NA

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))

Bel-Aire Elementary School ensures that the well-being of all students is supported through student support personnel such as the school guidance counselor and the Mental Health coordinator. The school uses a proactive approach by ensuring the guidance counselor and the Mental Health coordinator meet with students individually or in small groups. Identified students are met with and their academic progress and behavior is monitored closely.

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))

NA

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).

Bel-Aire Elementary School takes a proactive approach to student behavior. Behavior expectations are set during the first two weeks of school. Student support staff meeting with grade levels and discuss positive behaviors and what is earned as a reward for those behaviors. Students are consistently reminded of the expectations throughout the building as they transition from different classes, in the cafeteria and other parts of the building. All students are expected to follow the rules.

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))

Bel-Aire Elementary School is currently an Educational Transformation Office released school. The school has secured a Reading Coach and a Mathematics Coach to support teachers in their respective curricular areas with collaborative planning on a weekly basis. Teachers meet to discuss data, student progress and interventions. Students that continue to struggle are referred to the M-TSS process to further investigate academic needs and programs if students qualify. The school also prides itself on offering faculty professional development opportunities in programs that further support the SIP goals for

the school year. Retaining highly effective teachers is a goal at the school site. The school fosters a culture of promotion of leadership in all teachers and staff at the school site.

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))

Bel-Aire Elementary strives to foster strategies that positively contribute to early learning in the school's VPK program. Parents meet with the VPK teacher at least three times a year to review progress and develop strategies to ensure student progress. The school hosts a Kindergarten orientation meeting in the spring to assist in transitioning families to the elementary school programs. The school supports all programs offered by the VPK program and includes VPK students in all programs offered at the school site. It is an environment of inclusivity in order to also retain the students for the elementary program.

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: Differentiation	$0.00
2	III.B.	Area of Focus: Instructional Practice: Student Engagement	$0.00
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$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