

Miami-Dade County Public Schools

Goulds Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	14
III. Planning for Improvement	19
IV. ATSI, TSI and CSI Resource Review	29
V. Reading Achievement Initiative for Scholastic Excellence	29
VI. Title I Requirements	32
VII. Budget to Support Areas of Focus	36

Goulds Elementary School

23555 SW 112TH AVE, Homestead, FL 33032

<http://goulds.dadeschools.net>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Goulds Elementary School is to cultivate an environment that nurtures and enhances children's critical thinking skills. By involving the administration, professional staff, community leaders, and stakeholders, the school aims to create a challenging curriculum that aligns with district and state standards in key subjects such as literacy, mathematics, science, and social studies. The ultimate goal of the school is to shape students into responsible and productive citizens who possess not only academic knowledge but also possess civic virtue and moral character. These qualities are deemed essential for leading purposeful lives in our rapidly evolving society. Goulds Elementary School is dedicated to providing programs and opportunities that empower students to become independent thinkers and problem solvers, equipping them with the necessary tools and values to thrive in an ever-changing world.

Provide the school's vision statement.

The vision of Goulds Elementary is rooted in the belief that every student deserves a positive and nurturing environment in which they can flourish and reach their highest potential. It is a place where students are not only encouraged but also empowered to strive towards their goals and achieve success in all areas of their lives. The school recognizes that education goes beyond academics and aims to provide a well-rounded foundation for its students. In addition to fostering academic excellence, Goulds Elementary is committed to instilling values such as empathy, respect, and responsibility, which are essential for becoming productive and conscientious citizens in the 21st century. The school recognizes that the world is constantly evolving and preparing students for the challenges and opportunities of the future is of utmost importance. By equipping students with essential skills such as critical thinking, problem-solving, collaboration, and adaptability, Goulds Elementary ensures that its students are well-prepared to thrive in an ever-changing world. The vision of Goulds Elementary is not just about academic achievement, but also about creating a community where students feel supported, valued, and inspired to become the best versions of themselves.

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
Passmore-Mack , Celethia	Principal	<p>The duties and responsibilities of a school principal are multifaceted and crucial to the overall functioning and success of an educational institution. Firstly, a principal is responsible for providing strong leadership and guidance to the entire school community. They must establish a clear vision and set goals that align with the school's mission, ensuring that all staff, teachers, and students are working towards a common objective. Moreover, the principal is responsible for creating a positive and inclusive school culture that fosters a safe and nurturing learning environment. This involves promoting respect, tolerance, and fairness among students and staff, as well as addressing any disciplinary issues that may arise.</p> <p>Additionally, a principal plays a vital role in the recruitment, hiring, and supervision of teachers and staff members. They must ensure that the school has a qualified and dedicated team in place and provide ongoing professional development opportunities to enhance the skills and knowledge of educators. Principals are also responsible for evaluating teacher performance and providing constructive feedback to promote continuous improvement.</p> <p>Furthermore, a principal serves as a liaison between the school and the wider community, forging partnerships with parents, local organizations, and other stakeholders. They must effectively communicate with parents, keeping them informed about school policies, events, and their child's progress. Principals also collaborate with community leaders to create opportunities for students, such as internships, mentorship programs, and extracurricular activities.</p> <p>Financial management is another critical responsibility of a school principal. They are responsible for budget planning and allocation, ensuring that resources are used efficiently and effectively to support teaching and learning. This includes overseeing the procurement of instructional materials, technology, and other necessary resources, as well as ensuring compliance with financial regulations and reporting requirements.</p> <p>Moreover, a principal is the chief advocate for the school and its students. They must actively engage with local education authorities, advocating for necessary resources, policy changes, and educational reforms that benefit the school community. Principals also play a key role in ensuring compliance with government regulations and educational standards, including overseeing standardized testing and curriculum implementation.</p> <p>Lastly, a principal is responsible for crisis management and ensuring the safety and security of students, staff, and the school premises. They must develop and implement emergency preparedness plans, conduct regular safety drills, and address any security concerns promptly. Principals must also handle sensitive issues and conflicts within the school community, ensuring that they are resolved in a fair and equitable manner.</p> <p>In conclusion, the duties and responsibilities of a school principal are vast</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and require a diverse skill set. From providing leadership and vision to managing finances, promoting a positive school culture, and advocating for the needs of the school community, principals are instrumental in creating an environment conducive to learning and growth. Their dedication and commitment are essential in shaping the future of students and ensuring the success of the entire school community.</p>
<p>Boyd, Alicia</p>	<p>Assistant Principal</p>	<p>The duties and responsibilities of an assistant principal are vital to the smooth functioning of a school. Assistant principals play a crucial role in supporting the principal in various administrative tasks and ensuring a conducive learning environment for students. One of their primary responsibilities is to assist the principal in managing the day-to-day operations of the school. This includes supervising teachers and staff, addressing disciplinary issues, and handling student concerns.</p> <p>Assistant principals collaborate with teachers to develop and implement effective educational programs and curriculum. They are also involved in evaluating teachers' performance and providing guidance and support for professional growth. Additionally, assistant principals are responsible for overseeing student activities and ensuring the safety and well-being of students. They work closely with parents and community members to foster a positive school culture and maintain effective communication channels.</p> <p>Furthermore, assistant principals are involved in strategic planning and policy development to improve the overall quality of education provided by the school. Overall, the duties and responsibilities of an assistant principal are diverse and multifaceted, requiring strong leadership, organizational, and interpersonal skills to effectively contribute to the success of the school and its students.</p>
<p>Perry, Lawanda</p>	<p>School Counselor</p>	<p>The duties and responsibilities of a counselor are crucial in providing support and guidance to individuals in need. A counselor's primary responsibility is establishing a safe and trusting environment where clients can freely express their thoughts, emotions, and concerns. They are trained professionals with strong interpersonal skills and the ability to actively listen and empathize with their clients. Counselors must assess and evaluate their clients' mental, emotional, and psychological well-being and develop appropriate treatment plans tailored to their needs. They may utilize various therapeutic techniques and interventions to help clients navigate multiple challenges, such as personal issues, relationship problems, trauma, addiction, or mental health disorders.</p> <p>Moreover, counselors are vital in promoting mental health awareness and education within communities. They may organize workshops, seminars, or support groups to provide information and resources to individuals struggling with mental health concerns. Additionally, counselors must maintain confidentiality and adhere to ethical guidelines and professional standards. They must continuously engage in professional development activities to</p>

Name	Position Title	Job Duties and Responsibilities
		<p>stay updated with the latest research, techniques, and best practices in the field.</p> <p>Overall, the duties and responsibilities of a counselor revolve around providing compassionate and practical support to individuals in need, helping them overcome their challenges, and promoting their overall well-being.</p>
Correa-Ambrogli, Priscilla	Reading Coach	<p>The duties and responsibilities of a reading coach are multifaceted and crucial to developing practical reading skills in students. First and foremost, a reading coach is responsible for providing guidance and support to teachers and students in reading instruction. They collaborate with teachers to design and implement effective reading strategies, instructional materials, collaborative planning, and assessment tools.</p> <p>Additionally, a reading coach is responsible for staying current with the latest research and best practices in reading instruction to provide teachers with the most current and effective techniques. Another essential duty of a reading coach is to conduct walkthroughs and assessments of teachers and students to identify areas of improvement and provide constructive feedback. They also play a vital role in planning and delivering professional development workshops and training sessions for teachers, helping them enhance their knowledge and skills in teaching reading.</p> <p>Furthermore, a reading coach must work closely with parents and families to foster a supportive home environment for reading by providing resources and strategies that can be implemented outside the classroom. Lastly, a reading coach is responsible for monitoring student progress and analyzing data to identify trends and areas for improvement and then developing targeted interventions to address those needs. Overall, the duties and responsibilities of a reading coach are focused on empowering teachers, supporting students, and fostering a love for reading that will last a lifetime.</p>
Herrera, Jennifer	Math Coach	<p>The duties and responsibilities of a math coach are multifaceted and crucial to developing practical reading skills in students. First and foremost, a math coach is responsible for providing guidance and support to teachers and students in reading instruction. They collaborate with teachers to design and implement effective math strategies, instructional materials, collaborative planning, and assessment tools.</p> <p>Additionally, a math coach is responsible for staying current with the latest research and best practices in reading instruction to provide teachers with the most current and effective techniques. Another essential duty of a math coach is to conduct walkthroughs and assessments of teachers and students to identify areas of improvement and provide constructive feedback. They also play a vital role in planning and delivering professional development workshops and training sessions for teachers, helping them enhance their knowledge and skills in teaching math.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Furthermore, a math coach must work closely with parents and families to foster a supportive home environment for reading by providing resources and strategies that can be implemented outside the classroom. Lastly, a math coach is responsible for monitoring student progress and analyzing data to identify trends and areas for improvement and then developing targeted interventions to address those needs. Overall, the duties and responsibilities of a math coach are focused on empowering teachers, supporting students, and fostering a love for math that will last a lifetime.</p>
Scott, Toi	Reading Coach	<p>The duties and responsibilities of a reading coach are multifaceted and crucial to developing practical reading skills in students. First and foremost, a reading coach is responsible for providing guidance and support to teachers and students in reading instruction. They collaborate with teachers to design and implement effective reading strategies, instructional materials, collaborative planning, and assessment tools.</p> <p>Additionally, a reading coach is responsible for staying current with the latest research and best practices in reading instruction to provide teachers with the most current and effective techniques. Another essential duty of a reading coach is to conduct walkthroughs and assessments of teachers and students to identify areas of improvement and provide constructive feedback. They also play a vital role in planning and delivering professional development workshops and training sessions for teachers, helping them enhance their knowledge and skills in teaching reading.</p> <p>Furthermore, a reading coach must work closely with parents and families to foster a supportive home environment for reading by providing resources and strategies that can be implemented outside the classroom. Lastly, a reading coach is responsible for monitoring student progress and analyzing data to identify trends and areas for improvement and then developing targeted interventions to address those needs. Overall, the duties and responsibilities of a reading coach are focused on empowering teachers, supporting students, and fostering a love for reading that will last a lifetime.</p>
Acosta, Crisceli	Instructional Media	<p>Our Media specialists who work in libraries ensure that patrons have access to available materials. Job duties can include updating collections to meet the needs of patrons or maintaining digital catalogs and online databases. As a media specialist in a school library setting, teachers receive support to integrate media and technology into their classes.</p>

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 process for involving stakeholders in the School Improvement Plan (SIP) development process is crucial for ensuring that the plan reflects the needs and priorities of the entire school community. To begin with, the school leadership team plays a central role in engaging stakeholders. They are responsible for initiating conversations and creating opportunities for participation. This can be done through regular meetings, workshops, or focus groups where stakeholders can express their thoughts, concerns, and ideas.

The input of teachers and school staff is precious as they have firsthand knowledge of the school's strengths and areas for improvement. Their expertise and insights help shape the goals and strategies outlined in the SIP. Involving parents is equally important, as they bring a unique perspective and can provide valuable feedback regarding their child's education. Schools can organize parent meetings and surveys or establish parent advisory committees to ensure their input is incorporated into the SIP. In the case of secondary schools, involving students in the process is mandatory. Their voices are essential as they experience and navigate the school environment daily. Their input can be gathered through student surveys, focus groups, or student-led discussions. Additionally, engaging business or community leaders is crucial for fostering partnerships supporting the school's improvement efforts. These leaders can provide resources, expertise, and guidance to help align the SIP with the community's needs.

Ultimately, the input gathered from all stakeholders is carefully considered and integrated into the SIP development process. This inclusive approach ensures that the plan is comprehensive, reflective of the diverse perspectives within the school community, and ultimately more likely to result in meaningful and sustainable improvements in educational outcomes.

SIP Monitoring

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

The School Improvement Plan (SIP) is crucial in ensuring effective implementation and impact on increasing student achievement in meeting the State's academic standards, especially for students with the most significant achievement gap. Regular monitoring mechanisms will be implemented to monitor the SIP's progress. This will involve ongoing data collection, analysis, and evaluation to assess the plan's effectiveness and identify areas for improvement. The monitoring process will comprise various components, such as formative assessments, standardized tests, classroom observations, and student performance data. These measures will provide valuable insights into the plan's efficacy and allow for adjustments to be made as necessary.

By closely monitoring the SIP, educators and administrators can understand its impact on student outcomes and identify strategies that are working well and those that may require modification. Continuous improvement is a crucial aspect of the monitoring process. The school will regularly review and revise the plan to ensure ongoing progress. This will involve gathering feedback from teachers, students, parents, and other stakeholders to assess the plan's effectiveness and identify areas that need refinement.

The revision process will be iterative and responsive, allowing for adjustments based on the evolving needs of the students and the changing educational landscape. By embracing a culture of continuous improvement, the school will be better equipped to address the achievement gap and provide targeted support to students who need it the most. Overall, regular monitoring and revision of the SIP are critical components of the school's commitment to ensuring that all students have the opportunity to meet the State's academic standards and thrive academically.

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	97%
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: A 2019-20: C 2018-19: C 2017-18: D
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	80	67	72	80	76	74	0	0	0	449	
One or more suspensions	3	1	4	3	3	5	0	0	0	19	
Course failure in English Language Arts (ELA)	0	11	15	8	5	0	0	0	0	39	
Course failure in Math	0	7	18	10	2	3	0	0	0	40	
Level 1 on statewide ELA assessment	0	0	0	13	25	26	0	0	0	64	
Level 1 on statewide Math assessment	0	0	0	16	32	37	0	0	0	85	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	19	24	43	31	44	52	0	0	0	213	

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	3	12	16	19	28	32	0	0	0	110

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	4	8	1	4	1	0	0	0	0	18
Students retained two or more times	0	0	0	1	2	5	0	0	0	8

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	25	22	15	21	16	0	0	0	99	
One or more suspensions	0	0	0	0	2	0	0	0	0	2	
Course failure in ELA	0	7	7	12	12	9	0	0	0	47	
Course failure in Math	0	2	3	16	11	8	0	0	0	40	
Level 1 on statewide ELA assessment	0	0	0	9	5	15	0	0	0	29	
Level 1 on statewide Math assessment	0	0	0	4	19	17	0	0	0	40	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	14	26	13	18	0	0	0	77	

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	7	6	19	17	16	0	0	0	65

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	9	3	9	5	0	0	0	0	26
Students retained two or more times	0	0	0	1	1	5	0	0	0	7

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	25	22	15	21	16	0	0	0	99	
One or more suspensions	0	0	0	0	2	0	0	0	0	2	
Course failure in ELA	0	7	7	12	12	9	0	0	0	47	
Course failure in Math	0	2	3	16	11	8	0	0	0	40	
Level 1 on statewide ELA assessment	0	0	0	9	5	15	0	0	0	29	
Level 1 on statewide Math assessment	0	0	0	4	19	17	0	0	0	40	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	14	26	13	18	0	0	0	77	

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	7	6	19	17	16	0	0	0	65

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	9	3	9	5	0	0	0	0	26
Students retained two or more times	0	0	0	1	1	5	0	0	0	7

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*	52	60	53	57	62	56	35		
ELA Learning Gains				72			34		
ELA Lowest 25th Percentile				67			30		
Math Achievement*	51	66	59	54	58	50	35		
Math Learning Gains				76			30		
Math Lowest 25th Percentile				74			30		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	37	58	54	58	64	59	25		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	64	63	59	54			62		

* 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	0
Total Points Earned for the Federal Index	265
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
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	8
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	61			
ELL	63			
AMI				
ASN				
BLK	43			
HSP	59			
MUL				
PAC				
WHT				
FRL	52			

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	61			
ELL	72			
AMI				
ASN				
BLK	61			
HSP	66			
MUL				
PAC				
WHT				
FRL	64			

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	52			51			37					64
SWD	59			66			61				4	
ELL	59			64							4	64
AMI												
ASN												
BLK	45			44			20				4	
HSP	61			56			52				5	63
MUL												
PAC												
WHT												
FRL	48			44			28				5	83

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	57	72	67	54	76	74	58					54
SWD	63	61	45	57	73	70	55					
ELL	55	92		65	92							54
AMI												
ASN												
BLK	54	68	70	44	69		62					
HSP	58	78		61	83	73	53					54
MUL												
PAC												
WHT												
FRL	56	71	65	53	75	74	60					54

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	35	34	30	35	30	30	25					62
SWD	60	60		56			60					
ELL	38	30		29	10		10					62

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
AMI												
ASN												
BLK	30	31		30	32		22					
HSP	43	38		39	25		27					65
MUL												
PAC												
WHT												
FRL	35	35	30	35	31	30	26					60

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	28%	56%	-28%	54%	-26%
04	2023 - Spring	38%	58%	-20%	58%	-20%
03	2023 - Spring	54%	52%	2%	50%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	63%	-4%	59%	0%
04	2023 - Spring	29%	64%	-35%	61%	-32%
05	2023 - Spring	16%	58%	-42%	55%	-39%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	16%	50%	-34%	51%	-35%

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 2022-2023 FAST PM3 data, 38% of the 5th grade students were proficient in grade 5 science as compared to the state average of 51% and district of 50%. Based on the data and contributing factors: student attendance, the lack of fidelity to strategies, a new 5th grade team, and fidelity of labs, we will implement the targeted element of science.

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

According to the 2022-2023 FAST PM3 data, 38% of the 5th grade students were proficient in grade 5 science as compared to the state average of 51% and district of 50%. Based on the data and contributing factors: student attendance, the lack of fidelity to strategies, a new 5th grade team, and fidelity of labs, we will implement the targeted element of science.

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 2022-2023 FAST PM3 data, 36% of the 5th grade students were proficient in grade 5 math as compared to the state average of 51% and district of 57%. Based on the data and contributing factors: student attendance, the lack of fidelity to strategies, a new 5th grade team, and lack of instructional coaching and instructional support, we will implement the targeted element of math.

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

According to the 2022-2023 FAST PM3 data, ELA demonstrated a 1 percentage point increase in grades. 3-5. The new actions include, Student Wall of Fame, consistent interventions, collaborative planning and teacher capacity.

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

The greatest concern schoolwide is student attendance.

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

1. Student Attendance
2. Achievement in improvements in ELA, Math and Science
3. Effective teaching of science in all grade levels.
4. School Culture
5. Parent Engagement

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 Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 report, an eye-opening statistic emerged: only 38% of the 5th grade students demonstrated proficiency in grade 5 science. This number falls short when compared to the state average of 51% and the district average of 50%.

Upon closer examination, several factors contributed to this disparity. One of the key elements affecting student performance is attendance. Another factor is the lack of adherence to effective teaching strategies. Additionally, the introduction of a new 5th grade team might have played a role in the students' struggle. Lastly, the fidelity of labs, or the level of adherence to proper procedures, appears to have influenced the outcome as well.

In light of these findings, it is crucial that targeted measures be implemented to improve science education for all students beginning in kindergarten.

Measurable Outcome:

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

With the implementation of Data-Driven Making, an additional 5% (for a total of 43%) of the 5th grade leveled students will score at or above grade level in the area of Science by 2023-2024 state assessment by June 2024.

Monitoring:

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

The SLT will monitor through quarterly assessments, data chats, topic assessments, and student product reviews.

Person responsible for monitoring outcome:

Celestia Passmore-Mack (pr0311@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.)

Within the Targeted Element of Science, our school will focus on the Evidence-based Intervention of: Data-Driven Decision Making. Data-Driven Decision Making will assist the leadership team and teachers with developing systems and protocols that utilize data to drive instructional decisions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, and differentiating instruction. The five E lesson plan format as well as evidence in the classroom.

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.

Creating a focus calendar with testing dates, data chats, quarterly assessments, and topic assessments. Administrators will conduct walk-throughs with specific qualitative look-Fors and provide corrective feedback.

Develop a cross-curricular calendar after cross checking science and ELA pacing guides to find an alignment with ELA lessons that correlate with science to maximize student learning.

Science Lab where students in grades 3-5 receive explicit science instruction.

Person Responsible: Celethia Passmore-Mack (pr0311@dadeschools.net)

By When: 08/14/2023-08/25/2023 09/05/2023-09/29/2023 08/14/2023-08/25/2023

The five E lesson plan format as well as evidence in the classroom.

Person Responsible: Celethia Passmore-Mack (pr0311@dadeschools.net)

By When: Starting on the week of September 6, 2023, instructional coaches and teaches will select one school-wide collaborative strategy during collaborative planning to implement during the instructional block, as a result you will see students actively engaged in the lesson.

Ensure that all teachers are apprised of the Spiraling science standards by grade level.

Person Responsible: Celethia Passmore-Mack (pr0311@dadeschools.net)

By When: By September 29, 2023, teachers will implement the District developed hands-on labs for students in grades k-5.

#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.

A positive school culture and environment play a vital role in the overall success of a school. It refers to the values, beliefs, attitudes, and behaviors that shape the ethos of the school community. A positive school culture is characterized by a sense of belonging, trust, respect, and cooperation among all members of the school community. This type of culture promotes academic excellence while also fostering personal growth and development for students and staff alike.

One aspect of positive school culture is a supportive and inclusive atmosphere. Students should feel welcome and valued regardless of their background or abilities. The school environment should be conducive to learning, where students are encouraged to take risks, ask questions, and explore new ideas without fear of failure or criticism. Teachers and staff must work together to create a safe space where students can express themselves freely and develop their full potential.

Another important aspect of positive school culture is effective communication between teachers, students, and parents. Open lines of communication help build trust and promote transparency within the school community. Regular meetings between teachers, parents, and students can provide an opportunity for feedback on student progress, identify areas for improvement, and address any concerns that may arise. Effective communication also helps ensure that all stakeholders are working towards the same goals and objectives.

Moreover, positive school culture requires a commitment to continuous improvement. Schools must be willing to reflect on their practices and policies regularly to identify areas for growth and improvement.

Measurable Outcome:

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

Based on the number of increased enrollment and teacher retention, based the number of homeroom classes has increased when comparing 2022 to 2023:

Number of homeroom classes 2022: 17

Number of homeroom classes 2023: 19

Number of homeroom current homeroom classes for the 2023-2024 is. 25.

The schools plan for continuity is maintain teacher retention and increased enrollment are aligned with a supportive and inclusive learning environment.

Monitoring:

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

A positive school culture is one that promotes respect, inclusivity, and a sense of belonging among all members of the school community. To monitor such a culture, it is important to establish clear goals and benchmarks for what constitutes a positive school environment. These goals should be based on the unique needs and values of the school community and may include things like high levels of student engagement, low levels of bullying and harassment, and strong relationships between students and teachers.

One way to monitor progress towards these goals is through regular surveys of students, teachers, and parents. These surveys can provide valuable insights into the experiences of different members of the school community and help identify areas where improvements are needed.

Another important tool for monitoring positive school culture is through classroom observations by administrators or other trained observers.

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.)

Consistent Protocols to Maintain a Clean and Welcoming School Environment promote healthy and well-maintained environments. Unsanitary conditions attract insects, vermin, irritants and allergens found in dust and dirt which can have a negative impact on student health and school performance. Consistent Protocols to Maintain a Clean and Welcoming School Environment requires a holistic approach. It requires school administrators and educators to join together to create a learning environment that takes into consideration the language, cultures, and family structures of their students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Maintaining a clean and welcoming school environment is essential for several reasons. A clean learning environment promotes good health and hygiene, which is crucial for students and staff alike.

Secondly, a welcoming environment creates a positive atmosphere for learning. Students and staff feel more comfortable and motivated to be in a clean and organized environment, which can enhance their performance and productivity. A well-maintained school environment also sends a message of respect and value towards the students, staff, and community.

Lastly, a clean school environment reflects the school's values and standards. A school that prioritizes cleanliness and order shows that it values discipline, responsibility, and respect for the environment.

Maintaining a clean and welcoming school environment is crucial for promoting good health, creating a positive atmosphere for learning, and reflecting the school's values and 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.

The school will regularly share school news, updates, and achievements through newsletters, Class Dojo, school's websites, and social media to keep teachers and community stakeholders informed.

Person Responsible: Celethia Passmore-Mack (pr0311@dadeschools.net)

By When: 08/17/2023-10/15/2023 Develop a calendar activity with the support of the PTO president to create positive incentives for teachers.

New teachers will meet with the principal by monthly to become acquainted with the school's mission and vision. In this meeting, new faculty members have the opportunity to ask questions and seek support from the principal.

Person Responsible: Celethia Passmore-Mack (pr0311@dadeschools.net)

By When: 08/17/2023 -10/31/2023 Schedule regular one-on-one check-ins with principal.

Provide teachers, "Teacher Voice!" Teacher Voice allows teacher to speak openly about your opinions, ideas, and suggestions in an environment that is driven by trust, collaboration, and responsibility. This will allow teachers to feel valued and cause teacher retention.

Person Responsible: Celethia Passmore-Mack (pr0311@dadeschools.net)

By When: 08/17/2023-10/31/2023 Teachers will participate in the collaborative decision-making process for their classes. Reconceptualizing how teachers might combine their expertise and leverage it most effectively is essential to student learning as well as to teacher professional development and collective efficacy.

#3. Instructional Practice specifically relating to Intervention**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.

Students in need of additional support are required to receive instructional interventions daily. Interventions prevent prevents students from failing behind and reduce the need for special education services. Academic interventions provide early and intensive support to students who are not meeting grade-level expectations. Due to the reintroduction of Learning Gains and Lowest on the FAST, students will need specific program or set of steps to target academic student needs. Academic Interventions create a safe and nurturing environment for students to learn and grow, and they foster positive relationships with teachers and peers.

Measurable Outcome:

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

Based on the 2022-2023 Early Warning Indicators data, many students missed achieving a Level 3 higher in ELA, Math and Science. The data indicates 60% of students in grades 3-5 scored at Achievement Levels 1 and 2. Many of the Level 2 students missed Level 3 achievements by less than 10 percentage points.

Monitoring:

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

The SLT will monitor Tier 2 and Tier 3 interventions through quarterly assessments, data chats, topic assessments, student product reviews and classroom walkthroughs. The monitoring of OPMs will aid in ensuring that students are physically present and receiving timely intervention instruction on a daily basis.

Person responsible for monitoring outcome:

Celethia Passmore-Mack (pr0311@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.)

Students are expected to read, comprehend, and articulate the meaning of increasingly complex informational texts, write opinion pieces justifying their arguments and conclusions by citing evidence from these texts, and participate in discussions with their peers about issues resulting from their work. New standards pose a unique set of challenges not only for English learners, who are already facing the double demands of building knowledge of a second language while learning complex grade-level content, but also for teachers who must find effective ways to make challenging content comprehensible for students. The rigors posed by the new standards provide an important window of opportunity for teachers to help English learners build English language skills while learning challenging new content.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

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.

By September 29, 2023, Teachers will utilize both formative and summative learning data from iReady and Biweekly assessments to help guide instruction during Differentiated Instruction. This will ensure the remediation the deficient skills for each student.

Person Responsible: Celethia Passmore-Mack (pr0311@dadeschools.net)

By When: By October 14, 2023, the instructional coaches and teachers will conduct data analysis of progress monitoring assessments bi-weekly to assess the effectiveness of delivery of content as aligned with student performance.

The administrative team will develop a schedule to hold leadership team meetings once a month with teacher leaders and instructional coaches.

Person Responsible: Celethia Passmore-Mack (pr0311@dadeschools.net)

By When: By September 30, 2023, administration will identify teachers and staff members at the school site who can take on new leadership roles and assist in the improvement of our school.

The leadership team will meet with teachers and conduct data chats to analyze the results from iReady AP1 and PM1 and create a plan of action to address the deficiencies and adjust Tier 2 groups.

Person Responsible: Celethia Passmore-Mack (pr0311@dadeschools.net)

By When: By October 14, 2023, By October 14, 2002, coach and teacher will conduct data analysis of progress monitoring assessments bi-weekly to assess the effectiveness of delivery of content on student performance.

#4. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**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 2023 FAST Baseline data, 40% of our students were proficient in ELA, 34% were proficient in Math, and 16% were proficient in science.

In comparison to 2022 FSA data indicates 57% proficiency in ELA, 54% proficiency in Math, and 58% proficiency in science.

Due to the trend data, shift of instructional coaches, and increased enrollment, it is paramount that the SLT become developed as a unit. Our SLT team, recognizes that all internal stakeholders have an impact on our students' learning, academically, socially, and emotionally. For that reason, building leaders and shifting mindsets for internal stakeholders, within their roles, will be essential.

Measurable Outcome:

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

If we successfully implement Instructional Coaching, our internal stakeholders will be provided opportunities to build relationships with students that will in turn impact their learning, academically, socially, and/or emotionally.

If we successfully implement Instructional Coaching, our internal stakeholders will be provided opportunities to build relationships with students that will in turn impact student learning, academically, socially, and/or emotionally. As a result, we should see increased student performance and a more aligned home-school connection due to student academic performance.

Monitoring:

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

Instructional Coaching will be monitored through daily interactions with internal stakeholders. Teachers and Instructional will create a culture of high student-centered expectations.

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.)

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.

If this evidence-based strategy is implemented and sustained, various internal stakeholders will become involved in student-centered, school wide activities, and most importantly, have an impact on our students' learning, academically, socially, and/or emotionally

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.

Gather and analyze data around completion of coaching calendars & collaborative planning. Intervene early when collaborations are require interventions.

Person Responsible: Celethia Passmore-Mack (pr0311@dadeschools.net)

By When: 08/14/2023-10/31/2023

Setting up the coaching conversations that build trust.

Person Responsible: Celethia Passmore-Mack (pr0311@dadeschools.net)

By When: 08/14/2023-10/31/2023

Utilize the Framework for Instructional Coaching: The Seven Success Factors by Jim Knight.

Person Responsible: Celethia Passmore-Mack (pr0311@dadeschools.net)

By When: 08/17/2023-10/31/2023.

CSI, TSI and ATSI Resource Review

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

Reading Achievement Initiative for Scholastic Excellence (RAISE)**Area of Focus Description and Rationale**

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

The analysis of our K-2 Data has revealed a critical focus area: ELA Tier 1 Instruction. We found that 1% of students in grades K-2 were performing at least two grade levels below, while 33% were performing at one grade level down. On a positive note, 25% of students achieved a proficient level.

To make an impact, we must prioritize English Language Arts (ELA) and focus on strategic planning and delivering Tier 1 Core Instruction. Through this approach, we can anticipate a significant rise in students who will excel or obtain proficiency. The goal is to increase proficiency by 15 percentage points when comparing 2023 PM3 to the 2024 PM3.

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

Focus in the area of ELA Tier 1 Instruction was identified as critical based on the analysis of our 2023 FAST data results. According to results from the 2023 FAST Assessments, only 40% of The Gr 3-5 students attained a level of proficiency in Reading.

To make an impact, we must prioritize English Language Arts (ELA) and focus on strategic planning and delivering Tier 1 Core Instruction. Through this approach, we can anticipate a significant rise in students who will excel or obtain proficiency. The objective is to achieve a remarkable 15 percentage point increase in ability, comparing the 2023 PM3 to the 2024 PM3 assessment. When comparing the 2023 FAST PM3 to the 2024 FAST PM3, proficiency is expected to increase from 40% to 55%.

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

According to the 2023 iReady AP3, data indicates 33% of all of our students in grades K-2 scored one grade level below in ELA; only 25% of students scored proficient. The goal is to increase proficiency by 15 percentage points when comparing 2023 PM3 to the 2024 PM3.

Grades 3-5 Measurable Outcomes

The 2023 FAST PM3 data reveals some intriguing insights about student proficiency. In English Language Arts (ELA), nearly half of the students demonstrated mastery of 49%. Math proficiency also displayed promise, with 40% of students excelling.

The FAST PM1, where we discovered that a staggering 94% of students in grades 3-5 were performing below grade level in ELA. Only a mere 5% managed to achieve proficiency. Fast forward to FAST PM3, and the results are impressive. The 2023 FAST data reveals that 58% of our grade 3-5 students were below grade level in ELA, while a remarkable 41% surpassed expectations and scored above grade level. In other words, we witnessed a tremendous 36% increase from FAST PM1 to FAST PM3 in ELA proficiency.

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.

ELA Tier 1 Instruction will be monitored during Weekly School Leadership Team meetings through the review of CTC (Coach-Teacher-Collaboration) logs, analysis of current Tier 1 Student Assessment Data, discussions centered around feedback from classroom observations/walkthroughs and collaborative planning session.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Passmore-Mack , Celethia , pr0311@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?

Within the targeted focus area of ELA, our school will implement the evidence-based strategy of Standards-Based Collaborative Planning. Standards Based Collaborative Planning brings Teachers and Coaches together to learn from each other, and to collaborate and align instructional strategies to the students' needs.

These collaborations will result in improved lesson quality, instructional effectiveness, and a better understanding on how the new BEST Standards are stacked. The latter will in turn directly impact student achievement and levels of proficiency.

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?

Currently, our teachers have demonstrated the need to dive deeper into the new Best Standards, to understand their design and their progression. Through a Standards Based Collaborative Planning approach, teachers will be provided opportunities for the creation of rigorous lessons and the selection of high yield strategies that will assist in the closing of learning gaps, and propel student thinking and learning to a higher and more complex level.

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
08/17 - 10/13 Teachers will participate in weekly Curriculum Collaboration Sessions with a focus on BEST Standards aligned instruction, the use of data to drive the selection of strategies/practices, and the delivery of lessons using explicit instruction. The latter will be evidenced by Collaborative Planning agendas and teacher lesson plans.	Passmore-Mack , Celethia , pr0311@dadeschools.net
08/22 - 10/14 All ELA Teachers will display and dissect the Daily Learning Targets (DLT) and the Daily End Products (DEP) to help guide the delivery of the Tier 1 ELA Lesson. This action step will be observable during daily walkthroughs.	Passmore-Mack , Celethia , pr0311@dadeschools.net
08/17 - 10/13- 4 Reading Instructional Coaches will provide weekly assistance to teachers during Curriculum Collaboration sessions on the selection of ELL/ESOL strategies and ESE Accommodations. The strategies will be seen as highlighted on all Teacher Lesson Plans.	Passmore-Mack , Celethia , pr0311@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 SIP will be located in the Parent Resource Center, the school's webpage and ESSAC meetings.
<https://gouldselementary.net/>

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))

To build positive relationships with parents, families, and other community stakeholders and fulfill the school's mission while supporting the needs of students and keeping parents informed of their child's progress, the school would likely implement a comprehensive and strategic approach involving various strategies and communication channels. Scheduled parent-teacher conferences would be held at least once a semester, allowing parents and teachers to discuss the child's progress, strengths, areas needing improvement, and any concerns. This face-to-face interaction helps foster trust and understanding. Offering opportunities for parents to volunteer at school events, in classrooms, or on committees creates a sense of involvement and ownership. This engagement strengthens the bond between parents, staff, and the school community.

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)

The school would use data from assessments and student performance to identify areas of improvement and tailor instructional interventions accordingly. Regular analysis of student achievement data helps in tracking progress and adjusting teaching strategies as needed. The school would extend learning time beyond regular classroom hours. This could involve before-school or after-school programs, as well as summer school sessions, to provide additional support and enrichment opportunities. Integrating technology effectively into the curriculum can enhance learning experiences and provide opportunities for self-paced learning, research, and interactive engagement.

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))

The school would regularly assess student progress through formative and summative assessments. This ongoing monitoring helps identify areas of improvement and measure the effectiveness of the curriculum changes.

By implementing these strategies, the school can create an environment that fosters academic growth, provides challenging learning experiences, and empowers students to excel. This aligns with the goals of strengthening the academic program, increasing learning time, and offering an enriched and accelerated curriculum as outlined in ESSA 1114(b)(7)(ii).

The school would review and update its curriculum to align with the latest educational standards and best practices. This includes identifying areas where the curriculum can be enriched and accelerated to challenge students at various levels of proficiency. The school could extend the school day or week to provide more learning opportunities. This could involve before and after-school programs, weekend workshops, and summer enrichment camps. The school would offer a variety of enrichment programs such as honors courses, Advanced Placement (AP) classes, gifted and talented programs, and interdisciplinary projects that challenge and engage students beyond the standard curriculum.

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))

The school's counseling program plays a vital role in ensuring that students receive the support they need to succeed academically and emotionally. The school employs licensed professional counselors who provide individual and group counseling services to students. The counselors work with students to address academic concerns, social/emotional issues, and career planning. Additionally, the school provides mental health services through partnerships with outside agencies such as Children's Hospital. These services include individual and group therapy, family therapy, and crisis intervention.

The school also offers specialized support services for students who require additional assistance in specific areas. For example, the school has interventionists who works with struggling readers to improve their literacy skills. The school also offers tutoring services for students who need extra help in specific subjects.

Mindful Mentors is another important aspect of the school's support system. The school has a mentoring program that pairs low-achieving students with faculty or staff who becomes a mentor to a select student. This program not only helps students academically but also helps them build positive relationships with adults and peers.

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))

The Every Student Succeeds Act (ESSA) emphasizes the importance of preparing students for postsecondary opportunities and the workforce. To this end, ESSA requires that states develop accountability systems that include indicators of student readiness for postsecondary education and the workforce. One such indicator is the percentage of graduates who complete career and technical education programs that result in industry-recognized credentials or postsecondary credit.

Career and technical education (CTE) programs provide students with practical, hands-on experience in specific career fields, allowing them to gain valuable skills and knowledge that can lead to successful careers. These programs often offer opportunities for students to earn postsecondary credit while still in high school, which can help them get a head start on their college or career goals. By participating in CTE programs, students can also become more aware of potential postsecondary opportunities and develop a better understanding of the requirements and expectations for different careers.

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).

A tiered model is a prevention-oriented approach that is commonly used in schools to address problem behavior and provide early interventions to students who are at risk of experiencing difficulties. This model involves the implementation of a multi-tiered system of support, which includes universal, targeted, and intensive levels of intervention. The goal of the tiered model is to provide a continuum of services that meet the needs of all students, with the majority of students receiving support at the universal level, while those who need more intensive interventions receive them at the targeted or

intensive levels.

To implement a schoolwide tiered model, one must identify the problem behavior they wish to address and establish clear criteria for determining which students will receive support at each level. This may involve conducting assessments to identify student needs and developing individualized plans for each student based on their specific needs. Once these criteria have been established, schools can begin to implement evidence-based interventions that are designed to prevent problem behavior from occurring in the first place or address it when it does occur. Student behaviors are addressed the first week of school during student orientation.

Coordination with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act (ESSA) is essential for ensuring that all students receive appropriate support. IDEA provides special education services and supports for students with disabilities, while ESSA focuses on improving academic outcomes for all students. By working together, schools can ensure that all students receive comprehensive supports that meet their individual needs. For example, if a student receives special education services under IDEA, they may also benefit from additional support provided through a schoolwide tiered model.

Overall, implementing a schoolwide tiered model requires careful planning and coordination between different programs and services to ensure that all students receive appropriate support. By providing a continuum of services that meet the needs of all students, we can prevent problem behavior from occurring in the first place or address it when it does occur, ultimately improving academic outcomes for all students.

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))

One key aspect of this provision is the requirement for states to provide ongoing professional learning opportunities for educators. These opportunities should be designed to improve instructional practices, increase the effective use of data from academic assessments, and enhance teachers' understanding of how to support students in meeting high academic standards. The professional learning opportunities include job-embedded coaching, mentoring, or collaboration with colleagues. Furthermore, these opportunities are tailored to meet the unique needs of teachers in high-need subjects such as mathematics, science, foreign languages, and special education. Teachers meet weekly with the school's instructional coaches in collaborative planning.

In addition to providing professional learning opportunities, we invest in activities that recruit and retain effective teachers in high-need subjects. This may include programs that offer financial incentives for individuals who pursue a career in teaching or that provide mentorship and support programs for novice teachers. Moreover, states can establish partnerships with institutions of higher education to develop pathways into teaching careers for individuals with expertise in specific subject areas. These partnerships can help ensure that new teachers are prepared to meet the challenges of teaching high-need subjects effectively.

Another critical aspect of this provision is the emphasis on using data from academic assessments to inform instructional practices. Teachers must be equipped with the skills necessary to analyze student performance data accurately and use it effectively to inform their instructional practices. This may involve training on how to interpret test scores accurately and how to use data analysis tools effectively. Moreover, states should provide training on how best to integrate assessment results into overall instructional strategies so that they are more meaningful for both students and educators alike.

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))

One of the primary reasons why teacher collaborative planning is essential is that it fosters a culture of shared responsibility among educators. When teachers work together to develop lesson plans and assessment tools, they become more accountable for student learning outcomes. This collaboration encourages teachers to reflect on their teaching practices, identify areas for improvement, and adapt their strategies accordingly. As a result, students benefit from a more cohesive and consistent educational experience across different classrooms.

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: Science	\$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: Intervention	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$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