

Miami-Dade County Public Schools

Archcreek Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Archcreek Elementary School

702 NE 137TH ST, North Miami, FL 33161

<http://archcreek.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 Arch Creek Elementary School is to foster a rich, positive, and educational setting where students can achieve their maximum potential by providing a challenging curriculum with respect to their cognitive, religious, social, and linguistic differences.

Provide the school's vision statement.

The vision of Arch Creek Elementary School with the support of staff, parents, and community acknowledges the needs of every child, provides academic achievement and increase self-esteem in a safe, nurturing environment that promotes emotional and social growth with the means to succeed in meeting the challenges of a changing world.

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
Delisma-Pierre, Myriam	Principal	Dr. Delisma-Pierre ensures that the leadership team and faculty collaborate to effectively implement the SIP schoolwide.
Burch, Potria	Assistant Principal	Ms. Burch oversees the development of the SIP. She guides the leadership team and the faculty into developing the goals. She facilitates and monitors the implementation of essential practices.
Louis, Donna	Math Coach	Ms. Louis monitors student academic achievement data and aligns goals to the Needs Assessment/Analysis with the aim of improving instruction.
Yasin, Denise	Reading Coach	Ms. Yasin monitors student academic achievement data and aligns goals to the Needs Assessment/Analysis with the aim of improving instruction.
Baker, Edmond	Instructional Technology	Mr. Baker monitors the implementation of all areas of instructional technology including i-Ready and computer based instruction with the aim of improving instruction.
Dupree, Kendra	School Counselor	Ms. DuPree monitors the implementation of Positive Behavior Reinforcements and incentive programs to enhance social-emotional learning (SEL) and improve student attendance.

Stakeholder Involvement and SIP Development

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

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

Stakeholders are involved in the development and review of the SIP beginning at synergy, all staff members provided input. School data was shared at the Opening of School meeting and used by the faculty to provide input to the draft of the SIP. The SIP will be shared with the EESAC and input solicited prior to approval.

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 implementation steps will be monitored by the administration/ leadership team weekly through collaborative planning, classroom walkthroughs, monitoring of Interventions and D.I., and assessments/ data chats and student work samples.

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	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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: C 2018-19: C

	2017-18: C
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	7	11	6	10	5	6	0	0	0	45	
One or more suspensions	0	0	0	0	1	2	0	0	0	3	
Course failure in English Language Arts (ELA)	0	6	10	21	9	0	0	0	0	46	
Course failure in Math	0	4	1	27	7	4	0	0	0	43	
Level 1 on statewide ELA assessment	0	0	0	27	15	31	0	0	0	73	
Level 1 on statewide Math assessment	0	0	0	24	16	30	0	0	0	70	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	17	13	30	21	41	0	0	0	136	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3	2	30	15	25	0	0	0	76

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	2	0	0	14	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	3	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	0	8	4	8	3	5	0	0	0	28	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	2	7	19	11	7	0	0	0	46	
Course failure in Math	0	0	1	11	19	10	0	0	0	41	
Level 1 on statewide ELA assessment	0	0	0	13	15	29	0	0	0	57	
Level 1 on statewide Math assessment	0	0	0	10	12	23	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	11	32	19	33	0	0	0	96	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	1	16	18	25	0	0	0	62

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	13	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	2	0	0	0	2

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	8	4	8	3	5	0	0	0	28	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	2	7	19	11	7	0	0	0	46	
Course failure in Math	0	0	1	11	19	10	0	0	0	41	
Level 1 on statewide ELA assessment	0	0	0	13	15	29	0	0	0	57	
Level 1 on statewide Math assessment	0	0	0	10	12	23	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	11	32	19	33	0	0	0	96	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	1	16	18	25	0	0	0	62

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	13	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	2	0	0	0	2

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*	50	60	53	41	62	56	35		
ELA Learning Gains				60			38		
ELA Lowest 25th Percentile				55			24		
Math Achievement*	62	66	59	52	58	50	27		
Math Learning Gains				71			28		
Math Lowest 25th Percentile				63			24		
Science Achievement*	36	58	54	51	64	59	29		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	47	63	59	47			42		

** 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)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	248
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	440
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	25	Yes	4	2
ELL	49			
AMI				
ASN				
BLK	49			
HSP	50			
MUL				
PAC				

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%
WHT				
FRL	50			

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	26	Yes	3	1
ELL	50			
AMI				
ASN				
BLK	55			
HSP	52			
MUL				
PAC				
WHT				
FRL	55			

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	50			62			36					47
SWD	18			27			30				3	
ELL	46			64			28				5	47
AMI												
ASN												
BLK	52			64			33				5	47
HSP	48			56			45				4	50

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
MUL												
PAC												
WHT												
FRL	51			63			36				5	46

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	41	60	55	52	71	63	51					47
SWD	22			16	40							
ELL	32	53	50	50	68	63	40					47
AMI												
ASN												
BLK	41	61	55	53	71	66	50					45
HSP	32	55	55	44	68							58
MUL												
PAC												
WHT												
FRL	40	60	54	53	70	63	51					47

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	38	24	27	28	24	29					42
SWD	15			5								
ELL	30	36		23	21		23					42
AMI												
ASN												
BLK	34	33	29	26	23	20	27					42
HSP	39	58		29	50		36					39
MUL												
PAC												
WHT												

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
FRL	36	37	19	26	28	24	28					41

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	39%	56%	-17%	54%	-15%
04	2023 - Spring	56%	58%	-2%	58%	-2%
03	2023 - Spring	51%	52%	-1%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	63%	63%	0%	59%	4%
04	2023 - Spring	66%	64%	2%	61%	5%
05	2023 - Spring	44%	58%	-14%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	28%	50%	-22%	51%	-23%

III. Planning for Improvement**Data Analysis/Reflection**

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

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

The data component that showed the lowest performance was the Science statewide assessment. The data indicates fifth grade students scored 28% proficiency on the statewide science assessment. The contributing factors include the large number of level 1 and level 2 ESOL students, student readiness levels, insufficient science interventions. The data points to support or area of concern is the mean points earned by content area: 36% for Life Science, 50% for Nature of Science, 56% for both Earth and Space Science and Physical Science.

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

The data component that showed the greatest decline was the Science statewide assessment. The data indicates fifth grade students scored 28% proficiency on the statewide science assessment, which is a 22% point decline from the 2022 assessment. The contributing factors include the large number of level 1 and level 2 ESOL students, student readiness levels, insufficient science interventions. The data points to support or area of concern is the mean points earned by content area: 36% for Life Science, 50% for Nature of Science, 56% for both Earth and Space Science and Physical 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.

The data component that had the greatest gap when compared to the state average was Grade 5 Science with a gap of 24% points. The factor that contributed to this gap was 36% of students were below the standards for Life Science and 50% of students in Nature of Science. This trend was also reflected in Topic assessments. An additional area of concern is K-2 ELA at 47% proficiency as opposed to the district average at 49% more specifically, 1st grade scored at 37% proficiency and 2nd grade at 45%. The factors that contributed to this gap was the lack foundational skills.

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

The data component which showed the most improvement was Math proficiency. Students in Grades 3-5 demonstrated an increase of 54% in proficiency from 3% in PM1 to 57% in PM3. The new actions which contributed to this great improvement include targeted interventions, rigorous teaching and learning, data-driven decision making, and differentiated instruction. We also offered additional learning opportunities before and after school, on Saturdays, and during winter and spring breaks utilizing strategic action plans for instruction. An area of improvement was K-2 Mathematics at 71% proficiency.

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

Potential areas:

1. Reading Across Genres & Vocabulary (Science)
2. Life Science

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

The highest priorities for school improvement in the upcoming school year are providing more opportunities for students to be exposed to grade-level vocabulary, facilitating literature circles and conducting book clubs utilizing various genres of novels. Provide more opportunities for hands on applications for science concepts. Science vocabulary should be infused into the lesson. In addition, reading strategies should be utilized to reinforce comprehension of science concepts.

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 Statewide Science Assessment data, 28% of 5th grade students were proficient in Science as compared to the district average of 52%. Based on the data and the identified contributing factors of: the large number of level 1 and level 2 ESOL students, student readiness levels, insufficient science interventions, we will implement the targeted element of Science to increase proficiency.

Measurable Outcome:

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

If we successfully implement the evidence-based strategy of science Interventions, then fifth grade science proficiency will increase by 15 percentage points, from 28% to 43% as evidenced by the 2024 Grade 5 Statewide Science Assessment.

Monitoring:

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

Science interventions will be scheduled weekly on each grade level and monitored through classroom walk throughs.

Person responsible for monitoring outcome:

Potria Burch (pburch@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.)

Intervention is a strategy used to teach a new skill, build stamina and fluency in reading comprehension, build science vocabulary or encourage a child to apply an existing skill to new situations or settings.

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.

8/14-9/29: Utilize data from baseline assessments to plan and deliver standards aligned instruction.

Person Responsible: Donna Louis (dsaincelaire@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

8/14-9/29: Utilize data from Topic Assessments to prepare data driven Differentiated Instruction.

Person Responsible: Donna Louis (dsaincelaire@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

8/14-9/29: Provide purposeful Intervention and hands-on lab activities to support student engagement and achievement.

Person Responsible: Donna Louis (dsaincelaire@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

According to the 2022-2023 FAST ELA data, 49% of students in grades 3-5 were proficient in ELA as compared to the district average of 51%. Students in grade 5 demonstrated 40% proficiency as opposed to the district at 57%. Based on the data and the identified contributing factors of student readiness levels and a lack of foundational skills, we will implement the targeted element of ELA.

Measurable Outcome:

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

If we successfully implement the evidence-based strategy of Differentiated Instruction, then students in grades 3-5 will demonstrate an increase of 6 percentage points, from 49% to 55%, in ELA proficiency as evidenced by FAST ELA PM3 data.

Monitoring:

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

The SLT will provide support and professional development for teachers. The instructional coach will facilitate collaborative planning where teachers can analyze assessment data and make informed decisions to foster student achievement. This area of focus will be monitored by agendas and sign-in sheets. Data monitoring through topic assessments will be utilized to determine the effectiveness of Interventions.

Person responsible for monitoring outcome:

Potria Burch (pburch@dadeschools.net)

Evidence-based Intervention:

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

The implementation of the evidence based strategy differentiation will provide opportunities for remediation and the acquisition of foundational skills. Students will show evidence of mastering the lesson objectives through their work samples and assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated Instruction is the framework or philosophy for effective teaching that involves providing different students with different avenues to learn (often in the same classroom) in terms of acquiring content: processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences of ability. Research demonstrates this method benefits a wide range of students.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29: The SLT will provide support and professional development for teachers to strengthen knowledge of the BEST standards.

Person Responsible: Potria Burch (pburch@dadeschools.net)

By When: August 14, 2023 - September 29, 2022

8/14-9/29: The Instructional coach will facilitate collaborative planning where teachers can analyze assessment data from FAST PM1 to differentiate instruction.

Person Responsible: Denise Yasin (dwjeanbaptiste@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

8/14-9/29: Administration will conduct monthly data chats with instructional personnel to monitor student movement based upon FAST PM1 and available bi-weekly assessment data.

Person Responsible: Myriam Delisma-Pierre (drdelismapierre@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#3. ESSA Subgroup specifically relating to Students with Disabilities**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 ELA data, Students with Disabilities performed below 41% proficiency on the FAST PM3. SWD scored an average proficiency of 5% in ELA and 10% in Math. Based on the data and the identified contributing factors of student readiness levels and a lack of foundational skills, we will implement the targeted element of students with disabilities.

Measurable Outcome:

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

If we successfully implement the evidence-based strategy of Differentiated Instruction, then SWD will demonstrate an increase of 5 percentage points from an average of 5% to 10% in ELA proficiency as evidenced by FAST ELA PM3 data. If we successfully implement the evidence-based strategy of Differentiated Instruction in Math, then SWD will demonstrate an increase of 5 percentage points from an average of 15% to 20% in Math proficiency as evidenced by FAST Math PM3 data.

Monitoring:

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

The SLT will provide support and professional development for ESE teachers. The instructional coach will facilitate collaborative planning where teachers can meet with grade teams, analyze assessment data and make informed decisions to foster student achievement. This area of focus will be monitored by agendas and sign-in sheets.

Person responsible for monitoring outcome:

Denise Yasin (dwjeanbaptiste@dadeschools.net)

Evidence-based Intervention:

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

The implementation of the evidence based strategy differentiation will provide opportunities for remediation and the acquisition of foundational skills. Students will show evidence of mastering the lesson objectives through their work samples and assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated Instruction is the framework or philosophy for effective teaching that involves providing different students with different avenues to learn (often in the same classroom) in terms of acquiring content: processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences of ability. Research demonstrates this method benefits a wide range of students.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29: The SLT will provide support and professional development for teachers of SWD to strengthen knowledge of the BEST standards.

Person Responsible: Potria Burch (pburch@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

8/14-9/29: The Instructional coach will facilitate collaborative planning where teachers can analyze assessment data from FAST PM1 to differentiate instruction.

Person Responsible: Denise Yasin (dwjeanbaptiste@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

8/14-9/29: The Instructional Coaches will facilitate Interventions in Reading and Math to ensure foundational skills are acquired to lessen the achievement gap.

Person Responsible: Donna Louis (dsaincelaire@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#4. Positive Culture and Environment specifically relating to Teacher Attendance**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 school climate survey, 19% of Staff members had 10.5+ days absent, 31% of staff had 5.5-10 days absent, and 42% of staff had 0.5-5 days absent. According to student attendance data, 3% of students had 31+ days absent, 15% of students had 16-30 absences, 16% of students had 11-15 absences, 25% of students had 6-10 absences, and 42% of students had 1-5 absences. The number of students with 0-5 remained the same, students with 11-15 absences and 16-30 increased by 2% and there was a 1.5% increase of students with 31+ absences. Based on the data review, our school will implement the targeted element of Teacher Attendance.

Measurable Outcome:

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

If we successfully implement the Attendance Initiatives, then we will see improved student outcomes. With consistent staff incentives, the number of staff members with 5.5 -10 days will decrease by 5 percentage points. With increased parental & family engagement and incentives, the number of students with 10+ absences will decrease by 5% points.

Monitoring:

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

Administration will monitor this Area of Focus with the use of a staff attendance tracker. The Attendance Review Committee (ARC) will monitor and target students with consistent truancy to develop strategies to improve attendance. Student attendance will be tracked daily utilizing the Attendance Bulletin.

Person responsible for monitoring outcome:

Myriam Delisma-Pierre (drdelismapierre@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.)

Strategic Attendance Initiatives involves close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The criteria/ resources used for selecting this strategy was the school climate survey and power-bi attendance data. If students and staff are in attendance every day, then students' learning and achievement will improve. Consistent daily attendance has a direct impact on learning and student performance.

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 SLT will provide staff members with monthly certificates for perfect attendance.

Person Responsible: Myriam Delisma-Pierre (drdelismapierre@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

The School counselor will provide students with quarterly certificates for perfect attendance.

Person Responsible: Kendra Dupree (kdupree@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

The SLT will provide a daily shout out to classes with perfect attendance via the Public Address (PA) system.

Person Responsible: Potria Burch (pburch@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

CSI, TSI and ATSI Resource Review

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

Title I Federal funding is used to purchase personnel such as our Instructional Coach. Additionally, Title III resources are used to provide English Language Learners (ELL) students with supplemental tutoring. The afterschool TALENTS program provides students with opportunities to receive remediation on daily lessons and skills, as well as learn about the arts. Saturday Academy is also offered to students in grades 3-5 from February to April.

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 the 2022-2023 FAST (STAR) ELA data, 47% of students in grades K-2 demonstrated proficiency compared to the district average of 49%. Based on the data and the identified contributing factor of lack of foundational skills, we will implement the target element of ELA.

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

According to the 2022-2023 FAST ELA data, 49% of students in grades 3-5 were proficient in ELA as compared to the district average of 51%. Students in grade 5 demonstrated 40% proficiency as opposed to the district at 57%, which is a 17 percentage point difference. Based on the data and the identified contributing factor of lack of foundational skills, we will implement the target element of ELA.

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

If we successfully implement the target element of Benchmark-aligned instruction, we will see an increase of 8% of students in Kindergarten through second grade scoring at proficiency level, based on the results of the 2024 STAR PM3 Assessment.

Grades 3-5 Measurable Outcomes

If we successfully implement the target element of Benchmark-aligned instruction, we will see an increase in 6 percentage points in grades 3-5 student proficiency, based on the results of the 2024 FAST PM3 Assessment.

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.

The leadership team will monitor implementation of Teacher-Driven decision making, facilitate scheduling, and sit in on debriefing conferencing. The Leadership Team will schedule monthly data chats with teachers to review available data and make instructional changes. Additionally, grade levels will plan collaboratively and share grade level data to ensure that planning is tailored to the needs of learners. Learners in grades 2-5 will maintain data trackers in their folders so that they can monitor their ongoing progress.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Burch, Potria, pburch@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 evidenced based-strategy we will be implementing is Standards-Based Collaborative Planning to bring teachers together to learn from one another and collaborate to ensure standards-aligned lesson quality, instructional effectiveness, and student achievement. If we successfully implement Standards-Based Collaborative Planning, we will see an increase in students acquisition of foundational skills and mastery of B.E.S.T. standards.

Rationale:

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

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

The purpose for selecting this practice is to focus on standards-aligned planning for lessons and student achievement. Standards-based lessons and resources are improved when teachers, grade level/ subject level teams work on them collaboratively.

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 Reading Coach and K-2 ELA teachers will plan collaboratively and share best practices. August 14, 2023- September 29, 2023	Yasin, Denise, dwjeanbaptiste@dadeschools.net
The leadership team will schedule monthly data chats with K-2 ELA teachers, and sit in on debriefing conferencing to review available data and make instructional changes as needed. August 14, 2023- September 29, 2023	Delisma-Pierre, Myriam, drdelismapierre@dadeschools.net
The Leadership Team will facilitate planning for D.I. with grades 3-5 ELA teachers and the Instructional Coach during weekly Collaborative planning. August 14, 2023- September 29, 2023	Burch, Potria, pburch@dadeschools.net
The grade 3-5 Literacy Team will facilitate the implementation of Interventions following F.A.S.T PM1 to ensure effective ELA instruction takes place. August 14, 2023- September 29, 2023	Burch, Potria, pburch@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 methods for dissemination of this SIP to stakeholders is via school website , Class Dojo, School Messenger, Email, Text Message, Twitter, and student flyers via bookbag. In addition, the SIP and progress is shared during EESAC and PTA meetings with stakeholders. <https://archcreekelementary.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 a positive relation with parents, families and other stakeholders Arch Creek will expand our efforts to develop and maintain community partners, provide additional Parent Engagement opportunities through the Parent Academy. Teachers will continue to meet with parents to discuss their children's academic progress.

<https://archcreekelementary.net/title-i/>

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))

To strengthen the academic program in the school, differentiated instruction following district assessments will take place. In addition, Tier 2 and Tier 3 Interventions, afterschool and Saturday tutoring will be provided for students. Title 3 tutoring will also be provided to meet the needs of ELL learners.

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

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

Group counseling takes place for retained students, particularly in third grade. Individual counseling takes place on an as needed basis. School mental health services are provided to students experiencing: social, emotional, behavioral, and academic challenges during the weekly school site visit by the mental health counselor. Students are referred to the school-site mental health coordinator as needed. Students requiring additional services are referred to an approved outside agency to address other mental health concerns. With the aim of promoting student positive behavior, the mentoring program, "Mentors of the Heart" will be implemented. Students with EWI and L25 students will be assigned a mentor to interact daily with a well-planned check-in system and communication log.

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

N/A

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

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Instructional and support personnel are encouraged to participate in professional learning activities through the district. In addition, during common planning best practices are shared. Once a month in lieu

of the second faculty meeting, peer groups present strategies learned during district professional development and ICADS.

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))

Transition to kindergarten initiatives are implemented annually by visiting local preschools in the area, inviting the parents via flyer to participate in a school-site tour and preparation to kindergarten meeting.

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: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	\$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.

Yes