Brentwood Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

Brentwood Elementary School

3101 NW 191ST ST, Miami Gardens, FL 33056

http://brentwood.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.

At Brentwood Elementary School, we strive to provide the highest quality education to ensure every student experiences both academic and life-lessons in a nurturing environment where all stakeholders strive to exceed academic and professional expectations to empower students to lead productive and fulfilling lives as life-long learners and responsible citizens.

Provide the school's vision statement.

Brentwood Elementary School is committed to educational excellence and acceleration for all stakeholders where we exceed standards and expectations; breaking down all barriers to learning day-by-day and child-by-child.

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
Robinson, Tamika	Principal	The role of the Principal is to utilize a variety of management theories to facilitate the operations of the school. Additionally, as the school leader, she develops goals for academic success and collaborates with her Leadership Team, teachers, students, and other stakeholders to strategically address the needs of all learners.
McRae, Katina	Assistant Principal	The duties and responsibilities of the Assistant Principal is to oversee the school-wide curriculum and instruction, school operations, and monitor teachers to ensure they are providing standards-based instruction with multiple levels of complexity to support the needs of all learners.
Stepney, Nneka	Reading Coach	The duties and responsibilities of the Reading Coach is to plan and provide instructional support to teachers using Florida's B.E.S.T. Standards for Reading and Language Arts (Writing). Additionally, she supports teachers in planning, delivering, and assessing quality ELA instruction.
Williams, Augrel	Math Coach	The role of the Math Coach is to plan and provide instructional support to teachers using Florida's B.E.S.T. Standards for Mathematics. Additionally, she supports teachers in planning, delivering, and assessing quality math instruction.
Simmons, Angela	School Counselor	The school counselor develops and implements ideas and activities to assist all children in improving their academic and social development. The work of the school counselor is crucial in ensuring that schools provide an environment favorable to academic success.

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

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

The School Improvement Plan (SIP) development process is a collaborative approach involving various stakeholders like school leadership, teachers, parents, families, and community leaders. The process starts with identifying stakeholders and communicating the importance of their involvement. The School Advisory Committee (EESAC) is formed to gather diverse perspectives, followed by data collection and analysis to understand the current school situation. Stakeholder input enables the sharing of ideas and concerns. The collected input is then used to set clear goals, devise strategies, and create action plans for improvement. Feedback ensures that the SIP aligns with stakeholder expectations before finalization. Once approved, the SIP is implemented, with regular progress monitoring and continuous communication to stakeholders while maintaining engagement and transparency.

Involving stakeholders in the SIP process ensures that the plan addresses various perspectives and needs within the school community. By integrating their insights, the school establishes relevant goals,

strategies, and action plans for improvement, fostering a sense of ownership and support among stakeholders as the plan is put into action.

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) will be closely monitored to ensure effective implementation and its impact on student achievement, particularly for those with significant achievement gaps. Regular assessments of academic data, attendance, and disciplinary incidents will gauge the plan's success in meeting State academic standards. The school leadership, alongside teachers and stakeholders, will regularly analyze this data to identify trends and evaluate the effectiveness of SIP strategies. Continuous feedback from teachers, parents, students, and the community will be considered to gain diverse perspectives on the plan's implementation and its effects.

In cases where the plan's strategies fall short, targeted interventions will be initiated, which might involve personalized learning plans, additional support, or mentoring. The SIP will remain flexible and subject to revision based on the data-driven evaluations and stakeholder input. The school will communicate openly about progress, challenges, and revisions, ensuring transparency and collaboration throughout the process. Through this dynamic approach, the school aims to ensure that the SIP continually evolves to effectively address achievement gaps and propel all students toward meeting State academic standards.

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	98%
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: B

	2018-19: B
	2017-18: B
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	16	17	17	10	25	11	0	0	0	96
One or more suspensions	0	0	1	0	0	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	10	7	9	10	12	0	0	0	48
Course failure in Math	0	2	8	13	17	15	0	0	0	55
Level 1 on statewide ELA assessment	0	0	0	25	25	14	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	17	23	14	0	0	0	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	21	18	35	30	23	0	0	0	137

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	4	23	27	21	0	0	0	79

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	14	0	0	0	0	0	14
Students retained two or more times	0	0	0	1	6	0	0	0	0	7

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	19	22	18	14	16	0	0	0	89
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	10	20	5	7	0	0	0	45
Course failure in Math	0	1	6	20	14	3	0	0	0	44
Level 1 on statewide ELA assessment	0	0	0	23	12	18	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	18	15	12	0	0	0	45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	3	14	30	18	21	0	0	0	87
	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	3	7	26	16	13	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	4	8	22	1	0	0	0	0	35
Students retained two or more times	0	0	0	1	7	0	0	0	0	8

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	19	22	18	14	16	0	0	0	89
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	10	20	5	7	0	0	0	45
Course failure in Math	0	1	6	20	14	3	0	0	0	44
Level 1 on statewide ELA assessment	0	0	0	23	12	18	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	18	15	12	0	0	0	45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	3	14	30	18	21	0	0	0	87
	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	3	7	26	16	13	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	4	8	22	1	0	0	0	0	35
Students retained two or more times	0	0	0	1	7	0	0	0	0	8

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*	48	60	53	40	62	56	35		
ELA Learning Gains				63			48		
ELA Lowest 25th Percentile				57			63		
Math Achievement*	64	66	59	52	58	50	33		
Math Learning Gains				84			16		
Math Lowest 25th Percentile				83			7		
Science Achievement*	48	58	54	39	64	59	29		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		63	59	73					

* 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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	206
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	491
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	19	Yes	4	1
ELL				
AMI				
ASN				
BLK	49			
HSP	57			
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	47			

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	36	Yes	3	
ELL	69			
AMI				
ASN				
BLK	60			
HSP	65			
MUL				
PAC				
WHT				
FRL	63			

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	48			64			48					
SWD	16			32			8				3	
ELL												
AMI												
ASN												
BLK	47			64			44				4	
HSP	52			62							2	

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	45			62			42				4	

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	40	63	57	52	84	83	39					73
SWD	16	40	50	17	80		13					
ELL	36	80		64	90							73
AMI												
ASN												
BLK	40	62	57	51	84	85	38					
HSP	35	73		59	91							
MUL												
PAC												
WHT												
FRL	39	63	57	51	86	86	40					80

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	48	63	33	16	7	29					
SWD	19	60		23	20							
ELL												
AMI												
ASN												
BLK	35	49	63	34	17	7	28					
HSP	29			21								
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	35	49	63	34	16	7	31					

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	50%	56%	-6%	54%	-4%
04	2023 - Spring	49%	58%	-9%	58%	-9%
03	2023 - Spring	38%	52%	-14%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	63%	-11%	59%	-7%
04	2023 - Spring	58%	64%	-6%	61%	-3%
05	2023 - Spring	68%	58%	10%	55%	13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	50%	-8%	51%	-9%

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 Florida Assessment of Student Thinking (FAST PM3), 3rd Grade ELA showed the lowest performance. I-Ready AP1 reflects 74% of 3rd grade students entering 3rd grade reading below grade level. Of that 74%, 43% of students were performing two or more grade levels below proficiency.

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

According to FAST PM3 Grade 4 Mathematics demonstrated 61% proficiency when compared to the 2021-2022 FSA data results which indicated 71% proficiency. This is a decrease of 10 percentage points. Contributing factors that may have resulted in the decline include an increase in our ESOL and SPED population. Additionally, students were deficient in prerequisite math skills.

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.

Grade 3 ELA (40%) showed the greatest gap when compared to the state average of 52%. However, 5th Grade Math (74%) exceeded the state average of 55%. The factors contributing to this gap in ELA include the substantial number of students entering 3rd grade performing below grade level in phonics, vocabulary, and reading comprehension. As it relates to Math, the rising 5th graders were performing at 71% proficiency based on the 2021-2022 4th grade Math FSA results.

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

According to FAST PM3, Grade 5 ELA demonstrated 55% proficiency when compared to the 2021-2022 FSA data results which indicated 36% proficiency. This is an increase of 19 percentage points. The actions implemented include a change in instructional staff and consistent monitoring of intervention.

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

A potential area of concern is the number of students with a substantial reading deficiency.

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

Our highest priorities for school improvement include continuing to build the school culture with fidelity, and implementing a school-wide behavior intervention system.

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

#1. Positive Culture and Environment specifically relating to Other

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

According to our 2022-2023 school climate survey results, 43% of teachers feel adequate disciplinary measures are used to deal with disruptive behaviors. Based on the data and the identified contributing factors of an inconsistent school-wide behavior management plan, we will reimplement a school-wide Positive Behavior Intervention System (PBIS).

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

The administration and school staff members will develop a behavior plan matrix for daily student behavior expectations. Students will earn Mustang Bucks daily for displaying positive behavior, which can be redeemed at the end of each week to be used in the Mustang Mart. With the implementation of Mustang Bucks and Mustang Mart, this will lead to a 50% decrease in student referrals.

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

The administration will monitor the number of referrals to see if there is a decrease in the amount of students exhibiting disruptive behaviors.

Person responsible for monitoring outcome:

Angela Simmons (201496@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.)

PBIS is a research-based program that recognizes students for meeting positive behavior expectations.

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

The purpose of implementing a school-wide PBIS system is to reward students for demonstrating positive and appropriate behavior.

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 PBIS Committee will ensure the PBIS Matrix is posted school-wide.

Person Responsible: Katina McRae (203370@dadeschools.net)

By When: This will occur from August 14 through September 29, 2023.

The administration will conduct school-wide grade level assemblies to discuss students' code of conduct and behavior expectations.

Person Responsible: Tamika Robinson (pr0461@dadeschools.net)

By When: This will occur from August 14 through September 29, 2023.

The Leadership Team will establish a school-wide PBIS rewards store using Mustang Bucks.

Person Responsible: Katina McRae (203370@dadeschools.net)

By When: This will occur from August 14 through 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.

Our target reading proficiency is to reach 55%. The findings of the Florida Assessment of Student Thinking (FAST) data for 2022–2023 show that only 49% of our students have succeeded in achieving this goal. Differentiated instruction and intervention have been shown to raise reading proficiency based on data. In order to increase reading achievement, we will use differentiated instruction and intervention. We will also make the necessary adjustments as new data become available.

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

With the evidenced-based strategy being differentiated instruction and intervention, 55% of students in grades 3-5 will show proficiency on the FAST PM3 (Spring 2024) in comparison to 49% on the 2022-2023 ELA Reading statewide assessment. Grades 3-5 ELA will demonstrate a 6 percentage points increase as a result of strategic planning focusing on implementing explicit differentiated instruction and intervention.

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

Administrators will monitor through formal observations, walkthroughs, goal setting, and data chats.

Person responsible for monitoring outcome:

Tamika Robinson (pr0461@dadeschools.net)

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

The evidence-based intervention being implemented includes Reading Horizons Discovery for grades K-3 and Reading Horizons Elevate for grades 4-5.

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

This strategy is the school board-adopted resource for Tier 2 and Tier 3 Intervention.

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 instructional coach will collaborate with teachers in biweekly planning sessions and help with student grouping based on academic data.

Person Responsible: Nneka Stepney (302915@dadeschools.net)

By When: This will occur from August 14 through September 29, 2023.

The instructional coach will assist teachers with weekly planning and resource selection to address the academic requirements of all students, including those with impairments.

Person Responsible: Nneka Stepney (302915@dadeschools.net)

By When: This will occur from August 14 through September 29, 2023.

In order to verify that instructors are using the data to make informed instructional decisions, the instructional coach will oversee the adoption and use of i-Ready and hold weekly data conversations with teachers.

Person Responsible: Nneka Stepney (302915@dadeschools.net)

By When: This will occur from August 14 through September 29, 2023.

The instructional coach will observe teachers during classroom instruction to make sure the best practices that were reviewed and shared during collaborative planning meetings are implemented.

Person Responsible: Nneka Stepney (302915@dadeschools.net)

By When: This will occur from August 14 through 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 2023 FAST Assessment results, 16% of SWD population were proficient in ELA. As a result, it's important to strategically focus on the tools and teaching methods used for small-group instruction and make the required modifications as additional data becomes available.

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

The percentage of students scoring proficiency in ELA in grades 3-5 on the state assessment in 2023–2024 will increase by 10 percentage points if we strategically target the materials and instructional strategies being used for small-group instruction.

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

Administrators will monitor through formal observations, walkthroughs, goal setting, and data chats.

Person responsible for monitoring outcome:

Katina McRae (203370@dadeschools.net)

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

The evidence-based intervention being implemented includes Reading Horizons Discovery for grades K-3 and Reading Horizons Elevate for grades 4-5.

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

This strategy is the school board-adopted resource for Tier 2 and Tier 3 Intervention.

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.

In collaboration with teachers, the reading coach will analyze data from i-Ready and Bi-weekly Progress Monitoring Assessments to address the needs of SWD.

Person Responsible: Nneka Stepney (302915@dadeschools.net)

By When: This will occur from August 14 through September 29, 2023.

The Reading Coach will conduct weekly coaching cycles and work with a targeted group of teachers in identifying resources to apply data-driven instruction in order to close the achievement gap with SWD.

Person Responsible: Nneka Stepney (302915@dadeschools.net)

By When: This will occur from August 14 through September 29, 2023.

During weekly collaborative planning sessions, Florida's B.E.S.T. Standards for Language Arts will be used to help instructors coordinate their lessons to meet the needs of all students.

Person Responsible: Nneka Stepney (302915@dadeschools.net)

By When: This will occur from August 14 through September 29, 2023.

The Reading Coach will assist teachers with the implementation of differentiated instruction and interventions during weekly collaborative planning meetings.

Person Responsible: Nneka Stepney (302915@dadeschools.net)

By When: This will occur from August 14 through September 29, 2023.

#4. Instructional Practice specifically relating to Math

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.

The 2023 FAST data shows that 3rd-grade math proficiency was 54%, which is below the state average of 59% and the district average of 64%. Therefore, it is a crucial to focus on the rising 4th graders to increase competency and proficiency.

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

With the evidenced-based strategy being targeted instruction, 65% of students in grade 4 will show proficiency on the FAST PM3 (Spring 2024) in comparison to 54% on the 2022-2023 Mathematics statewide assessment. The specific quantifiable outcome is an increase in student achievement in math of 11 percentage points in grade 4 as a result of the 2024 FAST PM3 data.

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

Administrators will monitor through formal observations, walkthroughs, goal setting, and data chats.

Person responsible for monitoring outcome:

Katina McRae (203370@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.)

Targeted instruction, which involves making sure students have a clear knowledge of the learning goal and a clear emphasis on what they will be able to master or produce as a result of the lesson, will be used as the evidence-based intervention for this Area of Focus.

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

Making sure that what is planned transfers to the classroom through efficient teaching methods is the justification for this particular strategy.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

During weekly collaborative planning sessions, the Math Coach will analyze data from Topic Assessments and i-Ready with teachers and compile resources to strengthen deficiencies.

Person Responsible: Augrel Williams (augrelwilliams@dadeschools.net)

By When: This will occur from August 14 through September 29, 2023.

Weekly coaching sessions will be conducted by the math coach, who will also assist teachers in finding resources to adopt data-driven instruction.

Person Responsible: Augrel Williams (augrelwilliams@dadeschools.net)

By When: This will occur from August 14 through September 29, 2023.

During weekly collaborative planning sessions, Math Transition Guides will be used to help teachers increase the rigor, by connecting benchmarks and analyzing horizontal/vertical alignment of Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.).

Person Responsible: Augrel Williams (augrelwilliams@dadeschools.net)

By When: This will occur from August 14 through September 29, 2023.

The Math Coach will assist teachers with the use and implementation of Reflex Math, i-Ready Tool-Box, and Topic Assessments during the weekly collaborative planning sessions.

Person Responsible: Augrel Williams (augrelwilliams@dadeschools.net)

By When: This will occur from August 14 through 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).

The School Improvement Plan (SIP) funding allocations will be closely monitored to ensure are allocated based on needs.

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 PM 3 data, Grade 1 students reflected 53% of students reading proficiently, which is an increase of 3 percentage points from the 2021–2022 school year, which showed 52% proficiency. However, this is below the 40th percentile when compared to the district's percentile average of 50. Because 47% of learners are unable to read texts at their grade level, this area has been classified as having an urgent need.

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

According to the 2022–2023 FAST data results, Grades 3-5 ELA increased from 36% to 48% compared to the 2021–2022 FSA data, a difference of 12 percentage points. Despite the improvement, our proficiency is still below the state average of 54%. Because 51% of pupils lack the necessary vocabulary and comprehension skills required to successfully learn grade-level content, this area has been classified as having an urgent need.

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

Fifty-percent or more 1st grade students will be proficient on the 2023-2024 K-2 FAST: Star PM3 Assessment administered in the Spring. Utilizing the Reading Writing Companion (RWC), the reading coach will keep collaborating with teachers to put strategies in place, such as chunking the texts and collaborative conversations to increase the rigor of whole-group instruction.

Grades 3-5 Measurable Outcomes

Fifty Five-percent or more of 3rd and 5th grade students will demonstrate proficiency on the 2023-2024 FAST PM3 Assessment administered in the Spring. In order to increase the rigor of whole-group instruction using the Reading Writing Companion (RWC), the reading coach will continue to collaborate with teachers and implement a plan that enables students to use their critical thinking skills.

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 Area of Focus will be closely monitored using F.A.S.T. PM assessments, i-Ready Progress Monitoring (AP1 and AP2), and biweekly progress monitoring assessments.

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

Robinson, Tamika, pr0461@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 evidence-based practices that will be utilized include the F.A.S.T. PM assessments, i-Ready Progress Monitoring (AP1 and AP2), i-Ready passage rates, and McGraw-Hill biweekly progress monitoring assessments. These practices are aligned with the B.E.S.T. ELA 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?

These programs have been selected because they focus on placement by domain, address overall results, and offer a summary of needs analysis by grade, class, or report groups.

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
To satisfy the needs of learners who are in the bottom 25% quartile, the instructional coach will co-teach with select teachers and have biweekly meetings to disaggregate data from August 14 to September 29, 2023.	Stepney, Nneka, 302915@dadeschools.net
During collaborative planning sessions, the Leadership Team will provide opportunities for professional development for teachers to discuss best practices that will support the needs of all learners from August 14 to September 29, 2023.	Stepney, Nneka, 302915@dadeschools.net
To verify that teachers are utilizing the Framework Of Effective Instruction, the instructional coach will conduct informal observations regularly to monitor the teachers' instructional practices from August 14 to September 29, 2023.	Stepney, Nneka, 302915@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.

Disseminating a School Improvement Plan effectively to students, families, school staff, leadership, local businesses, and organizations requires a well-structured and inclusive approach. Below is a comprehensive plan for dissemination that addresses each of these stakeholders:

School Website
Post the School Improvement Plan on the school's website in a prominent location.
Ensure the document is easily downloadable in various formats, including PDF, to accommodate different preferences and devices.

Email:
Send an email with the School Improvement Plan to all school staff and community stakeholders.
Encourage recipients to provide feedback

Parent-Teacher Association (PTA)
Share the School Improvement Plan with the PTA leadership.
Request their assistance in disseminating the plan to parents and guardians through PTA meetings and events.

EESAC Meetings:
Host ESSAC meetings for parents, teachers, staff and community partners to discuss the School Improvement Plan in detail.

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))

Building positive relationships with parents, families, and other community stakeholders is essential for fulfilling the school's mission, supporting the needs of students, and keeping parents informed of their child's progress. Here's a description of how we plan to achieve this:
Creating a warm and welcoming atmosphere in the school by hosting open houses, back-to-school nights, and parent-teacher conferences.
Ensure that all staff members are approachable and ready to listen to parents' concerns and suggestions.
Establish a clear and consistent communication plan that includes monthly calendars, phone calls, and social media post.
Send regular updates on school events, important dates, and academic progress reports.
Encourage parents to actively participate in the PTA and ESSAC.
Utilize digital platforms and parent portals to provide easy access to student grades, assignments, and attendance records.
Recognize and celebrate student achievements and milestones in school and/or community events to foster a sense of pride and engagement among families.
Building positive relationships with parents, families, and community stakeholders should be an ongoing and collaborative effort. By actively engaging with these stakeholders and addressing their needs and concerns, the school can create a supportive and inclusive environment that benefits the educational journey of every student.

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))

A school's educational offerings can be improved by enhancing the academic program, expanding and improving learning time, and delivering an enhanced and accelerated curriculum. This is our plan to accomplish these objectives:

Review and Align Curriculum: Conduct a comprehensive review of the existing curriculum to ensure it aligns with state and national standards and incorporates best practices in pedagogy.

Provide Differentiated Instruction: Develop strategies to differentiate instruction to meet the needs of diverse learners, including students with varying abilities, interests, and learning styles.

Provide Enrichment Opportunities: Identify opportunities to infuse enrichment activities within the curriculum, such as project-based learning, interdisciplinary projects, and real-world applications of knowledge.

Data-Driven Instruction: Train teachers to use data effectively to assess student performance and adapt their instruction accordingly.

Intervention Programs: Implement intervention programs for struggling students, including tutoring, counseling, and academic support.

Special Education Services: Ensure that students with special needs receive appropriate accommodations and support services.

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))

Developing an effective School Improvement Plan should involve coordination and integration with other Federal, State, and local services, resources, and programs to maximize the impact on students' education and well-being. This approach aligns with the Every Student Succeeds Act (ESSA) 1114(b)(5) requirement to leverage various resources and services for school improvement. Here's how the plan can be coordinated with relevant programs and services:

1. ESSA-Funded Programs:

Title I, Part A: Align the School Improvement Plan with the goals and strategies of Title I, which supports schools with high percentages of students from low-income families. Ensure that interventions and resources are complementary.

Title II, Part A: Use professional development resources from Title II to support teacher and staff training, which can be integrated into the School Improvement Plan.

Title III, Part A: If applicable, consider the needs of English learners and align strategies to support their language acquisition and academic achievement.

Safe Schools Initiatives: Collaborate with local prevention programs and implement initiatives to create a safe and secure learning environment. Ensure that strategies for addressing problem behavior align with the School Improvement Plan's goals for a positive school climate.

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: Positive Culture and Environment: Other	$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: Instructional Practice: Math	$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