Miami-Dade County Public Schools

Coral Reef Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Coral Reef Elementary School

7955 SW 152ND ST, Palmetto Bay, FL 33157

http://coralreefe.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.

Coral Reef Elementary provides students with rigorous academic instruction delivered through dedicated and exemplary teaching. This pursuit of excellence will be achieved through the collaboration of a staff and parents who realize the unique responsibility they share in creating future citizens who are prepared to meet the academic and social challenges of the 21st century.

Provide the school's vision statement.

Coral Reef Elementary empowers students to achieve excellence in education through: The mastery of academic skills necessary to pursue a life-long love of learning, acknowledgement of their membership in a global community, and development of knowledge and respect for their own and other cultures, while developing a social conscience and respect for the environment.

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
Guerra, Christina	Principal	The principal's responsibilities in implementing a school improvement plan include providing leadership and vision, developing the plan in collaboration with stakeholders, overseeing its implementation, allocating resources effectively, fostering collaboration and communication, supporting professional development, analyzing data and evaluating progress, promoting continuous improvement, engaging stakeholders, and ensuring accountability and reporting. These duties are crucial for the principal to drive positive changes and facilitate the school's growth and success.
Maestas, Alyssa	Assistant Principal	The assistant principal's responsibilities in supporting school improvement and the vision of the principal include collaborative planning, data analysis and evaluation, instructional support, supporting stakeholder engagement, behavior support, professional development coordination, engaging in data-based decision making, and fostering a culture of continuous improvement.
Silva, Catherine	Teacher, K-12	The teacher leader's responsibilities in implementing a school improvement plan include providing leadership and coordination, overseeing plan development and review, working closely with the improvement team, and supporting professional development. The teacher leader plays a critical role in guiding the implementation process and facilitating positive changes within the school community.
Fierro, Kelley	Teacher, K-12	The teacher leader's responsibilities in implementing the School Improvement Plan (SIP) include collaborative planning, curriculum alignment, coordination of the STEAM program, and supporting the action steps of the SIP.

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.

Identifying stakeholders: The first step is to identify all the relevant stakeholders who should be involved in the School Improvement process. This typically includes the school leadership team, teachers and school staff, parents, students, families, and business or community leaders.

Gathering input: Faculty meetings, Educational Excellence School Advisory Council (EESAC) meetings, and School Safety meetings are held with school staff, parents, families, and business/community leaders and members to allow stakeholders to express their perspectives, concerns, and ideas for improvement. These meetings are held recurringly throughout the school year to encourage continual and consistent engagement from all stakeholders and the School Improvement Plan is reviewed and revised.

By involving stakeholders throughout the School Improvement development process, their input and expertise are utilized, fostering a sense of ownership and commitment to the plan. This collaborative

approach increases the likelihood of successful implementation and sustainable improvements in the high-performing school.

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

To regularly monitor the effective implementation and impact of the school improvement plan on increasing student achievement, the school will follow a systematic approach:

Data Collection and Analysis: The school will collect FAST, i-Ready, Topic Assessment, and informal data to monitor progress towards our academic and school culture goals.

Monitoring Progress: The school will track the progress of the improvement plan using School Leadership Team meetings, grade-level meetings, and faculty meetings to review student outcomes and identify areas of success and areas needing improvement.

Evaluation of Strategies: The school will evaluate the effectiveness of the strategies outlined in the SIP. This evaluation will involve analyzing data, seeking input from teachers and staff, and considering feedback from stakeholders to assess the impact of the strategies on student achievement and closing the achievement gap.

Identifying Challenges and Adjustments: Through ongoing monitoring and evaluation, the school will identify any challenges or barriers to effective implementation. This may include analyzing data trends, conducting surveys, or gathering feedback from teachers, students, and parents. Based on the findings, adjustments to the plan will be made to address areas of concern and improve outcomes.

Professional Development and Support: The school will provide targeted professional development and support to teachers and staff to ensure effective implementation of the improvement plan, including Teacher Driven Observations (TDOs).

Revision and Continuous Improvement: Based on the analysis of data, evaluation of strategies, and input from stakeholders, the school will revise the improvement plan as necessary. Adjustments will be made to refine how goals are achieved and additional action steps needed to ensure continuous improvement and alignment with the State's academic standards and the needs of students, particularly those with the greatest achievement gap.

By employing this systematic approach, the school will continuously monitor the implementation and impact of the improvement plan on student achievement. Regular evaluation, adjustment, and collaboration will foster a culture of continuous improvement, resulting in the narrowing of achievement gaps and better outcomes for all students.

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	No
2022-23 Minority Rate	80%
2022-23 Economically Disadvantaged (FRL) Rate	47%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	10	11	1	6	4	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	4	2	5	0	0	0	0	12
Course failure in Math	0	1	4	1	1	1	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	3	6	17	0	0	0	26
Level 1 on statewide Math assessment	0	0	0	2	6	12	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	6	16	9	10	22	0	0	0	64

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	4	3	6	10	0	0	0	25

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	3	1	1	5	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	7	5	3	2	1	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	4	3	6	1	0	0	0	18
Course failure in Math	0	2	2	2	4	3	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	7	7	9	0	0	0	23
Level 1 on statewide Math assessment	0	0	0	4	5	12	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	5	9	10	13	0	0	0	41

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	4	3	7	6	6	0	0	0	26

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	1	7	0	2	0	0	0	14
Students retained two or more times	0	0	0	1	0	1	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	7	5	3	2	1	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	4	3	6	1	0	0	0	18
Course failure in Math	0	2	2	2	4	3	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	7	7	9	0	0	0	23
Level 1 on statewide Math assessment	0	0	0	4	5	12	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	5	9	10	13	0	0	0	41

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	4	3	7	6	6	0	0	0	26

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	1	7	0	2	0	0	0	14
Students retained two or more times	0	0	0	1	0	1	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*	78	60	53	83	62	56	82		
ELA Learning Gains				71			66		
ELA Lowest 25th Percentile				56			42		
Math Achievement*	83	66	59	83	58	50	76		
Math Learning Gains				72			46		
Math Lowest 25th Percentile				64			17		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	83	58	54	69	64	59	66		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	78	63	59	66			52		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	81
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	564
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	65			
ELL	77			
AMI				
ASN	94			
BLK	67			
HSP	81			
MUL				
PAC				
WHT	85			
FRL	70			

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	53			
ELL	61			
AMI				
ASN	94			
BLK	53			
HSP	70			
MUL				
PAC				
WHT	87			
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	78			83			83					78
SWD	54			75			68				4	
ELL	70			77			82				5	78
AMI												
ASN	88			100							2	
BLK	67			62			55				4	
HSP	77			84			84				5	77
MUL												
PAC												
WHT	84			87			88				4	
FRL	66			73			64				5	76

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	83	71	56	83	72	64	69					66
SWD	45	56	33	65	74	65	35					
ELL	65	68	53	60	66	60	47					66
AMI												
ASN	94			94								
BLK	61	58	42	62	56		39					
HSP	82	73	53	81	72	64	70					66
MUL												
PAC												
WHT	95	72		96	81		91					
FRL	72	71	55	70	65	57	48					64

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	82	66	42	76	46	17	66					52
SWD	56	44		56	38		33					
ELL	76	68		61	33		62					52

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	80			87								
BLK	65	67		67	31		21					
HSP	84	64	50	75	43	22	68					52
MUL												
PAC												
WHT	88	72		83	52		81					
FRL	71	59	36	61	29	10	52					50

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	80%	56%	24%	54%	26%
04	2023 - Spring	74%	58%	16%	58%	16%
03	2023 - Spring	79%	52%	27%	50%	29%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	86%	63%	23%	59%	27%
04	2023 - Spring	81%	64%	17%	61%	20%
05	2023 - Spring	85%	58%	27%	55%	30%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	82%	50%	32%	51%	31%

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.

FAST PM3 data indicates that ELA showed the lowest performance with 80% proficiency. This is a 3 percentage decline from the previous year. Fourth grade had the lowest proficiency, with 74% of students scoring at proficent levels, thus decreasing the overall proficiency levels. The students in fourth grade had COVID interruptions the grades where foundational literacy skills are learned, which is likely a large contributing factor to their 2022-2023 proficiency levels.

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

Fourth grade ELA showed the greatest decline from the previous year, with a 9 percentage point decrease in proficiency. Two factors that contributed to this decline are the loss of top performing students to Charter Schools and having the gifted teacher teach one section of gifted and one section of general education. The academic gap between the gifted and general education classes was quite large and presented teaching and planning challenges.

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 greatest gap was in fifth grade Math, with CRE demonstrating 87% proficiency while the state demonstrated 55% proficiency. Factors that may contribute to this gap include date that the test was administered. Fifth grade students at CRE were administered FAST PM3 during the last week of the testing window, thus providing our teachers additional "Crunch Time". DreamBox Math, a Math Intervention Program, was used with fidelity in the fifth grade gifted classes. In fifth grade, 100% of students in these classes were proficient, with 75% of students scoring a "Level 5".

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

Math demonstrated the most improvement with a 2 percentage point increase in Proficiency. Specifically, fifth grade math improved by 8 percentage points. DreamBox learning was used in place of iReady in fifth grade during the last two months before the FAST PM3 was administered.

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

The greatest area of concern is the twenty two students in fifth grade who have a "substantial reading deficiency".

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

Priorities for school improvement for the upcoming school year:
1. ELA 4th grade (they had the lowest proficiency %)
2. ELA 3rd grade (they had the second lowest proficiency %)
3. Math 4th grade (they had the lowest proficiency demonstrated and have the highest % of students scoring proficient coming in so maintaining and demonstrating learning gains will be a challenge)

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 Instructional Coaching/Professional Learning

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

According to the 2022-2023 FAST PM3, 78% of our students in grades 3-5 scored proficient in ELA. This is a five-percentage point decrease from 83% proficiency on the 2021-2022 FSA in ELA. Based on the data and the identified contributing factors of teachers teaching a gifted class and a general education class, as well as the number of teachers teaching new grades and/or subjects, we will implement the Targeted Element of Instructional Coaching/Professional Learning.

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

With the implementation of data-driven decision making, 83% of our students in grades 3-5 will score proficient on the 2023-2024 FAST PM3 in ELA.

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

The Administrative Team and teacher leaders will monitor FAST PM1 and PM2 data, i-Ready AP1 and AP2 data, and Topic Assessment data to support teachers in ensuring high student proficiency levels in ELA.

Person responsible for monitoring outcome:

Christina Guerra (clmguerra@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.)

We will be using the Evidence-based Intervention of Instructional Support/Coaching to partner colleagues for collaboration, collaboratively identify student learning gaps, monitor progress, set goals, provide intervention and optimize resource allocation.

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

The Evidence-based Intervention that will be implemented is Instructional Support/Coaching. A focus on Instructional Support/Coaching will allow the leadership team to harness the expertise of teachers who are experts in their grade/subject, support individualized instruction, foster continuous improvement, promote evidence-based practices, and enhance student learning achievement and gains.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

At the Opening of Schools meeting, teachers will be presented with FAST PM3 ELA data at both the school-level and the individual student-level. As a result of data analysis, teachers will reflect on the strategies they used last year and the resulting student assessment outcomes.

Person Responsible: Christina Guerra (clmguerra@dadeschools.net)

By When: 8/14/23 - 9/29/23

8/14/23 - 9/29/23: At the first grade-level meeting, each grade level will participate in a Brainstorming Session to review individual student data, plan for successful intervention, and review RtI status for students involved in MTSS. As a result, teachers will be prepared to plan for Tier 1 instruction and Differentiated Instruction.

Person Responsible: Alyssa Maestas (maestas@dadeschools.net)

By When: 8/14/23 - 9/29/23

8/14/23 - 9/29/23: Teachers who are new to the school, new to a grade level, or new to a subject area will be provided with a partner to participate in "Collaborating with Colleagues". As a result, expert teachers in specific subjects and/or grades will share their best practices with teachers who are new to the subject and/or grade.

Person Responsible: Christina Guerra (clmguerra@dadeschools.net)

By When: 8/14/23 - 9/29/23

#2. 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.

According to the 2022-2023 FAST PM3, 84% of our students in grades 3-5 scored proficient in Math. This is a two-percentage point increase from 82% proficiency on the 2021-2022 FSA in Math. Based on the data, it appears that the administration of the FAST Math assessment in the last week of the testing window, as well as the implementation of the online DreamBox Math program two months before the assessment, resulted in high proficiency levels. Therefore, we will implement the Targeted Element of Math because achieving learning gains may be challenging after achieving high proficiency levels.

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

With the implementation of data-driven decision-making, 85% of our students in grades 3-5 will score proficient on the 2023-2024 FAST PM3 in Math.

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

Teacher leaders and the administrative team will monitor FAST PM1 and PM2 data, i-Ready AP1 and AP2 data, and Topic Assessment data to support teachers in ensuring high student proficiency levels in Math.

Person responsible for monitoring outcome:

Alyssa Maestas (maestas@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.)

Data-driven decision making will lead to increased student proficiency levels in math by enabling teachers to identify learning gaps, intervene early, monitor student progress, and provide early intervention.

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

Data-driven decision making was chosen because the process of consistent data analysis and the resulting action steps leads to targeted student support and higher proficiency levels.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Teachers will be presented with FAST PM3 Math data at both the school-level and the individual student-level at the Opening of Schools meeting. As a result of data analysis, teachers will reflect on the strategies they used last year, the resulting student assessment outcomes, and a plan for the upcoming school year.

Person Responsible: Christina Guerra (pr1041@dadeschools.net)

By When: 8/14/23 - 9/29/23

Each grade level will participate in a Brainstorming Session at their first grade level meeting to review individual student data, plan for successful intervention, and review RtI status for students involved in MTSS. As a result, teachers will be prepared to plan for Differentiated Instruction and Tier 1 instruction.

Person Responsible: Alyssa Maestas (maestas@dadeschools.net)

By When: 8/14/23 - 9/29/23

Based on the successful implementation of the online DreamBox Math Program in the 2022-2023 school year, administration will assess teacher interest in the program and discuss potential purchase of the program with the PTA.

Person Responsible: Christina Guerra (clmguerra@dadeschools.net)

By When: 8/14/23 - 9/29/23

#3. Positive Culture and Environment specifically relating to Other

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

According to the 2022-2023 School Climate Survey, 34% of our students selected "Agree" or "Strongly Agree" when responding to the question, "Bullying is a problem at my school". Based on the data, and the identified contributing factors of residual emotional effects from COVID and the pressures associated with more standardized testing, we will implement the Targeted Element of 'Other', focusing on positive student interactions and uplifting peers.

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

With the implementation of the evidence-based intervention of 'Celebrate Successes', 10% or less of our students will "Agree" or "Strongly Agree" that "Bullying is a problem at my school", as indicated on the 2023-2024 School Climate Survey.

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

The school counselor and teacher leaders will lead and monitor initiatives that focus on students celebrating one another's successes and positive attributes.

Person responsible for monitoring outcome:

Alyssa Maestas (maestas@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 of students celebrating one another's successes nurtures a compassionate and inclusive environment where students are less inclined to engage in bullying behavior. It fosters positive relationships and a sense of community, ultimately minimizing feelings of being bullied among students.

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

Students celebrating each other's success is important for fostering a positive, inclusive, and supportive school community, which has numerous benefits for students' social, emotional, and academic development. It plays a crucial role in creating a safe and nurturing learning environment that promotes the overall well-being and academic and emotional success of all 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.

Determine which bulletin board can be designated for "Dynamic Dolphins": a space for students' school-wide to provide 'shout-outs' to one another for accomplishments and positive deeds. The bulletin board should be in an area that is frequently monitored by an adult.

Person Responsible: Alyssa Maestas (maestas@dadeschools.net)

By When: 8/14/23 - 9/29/23

Decorate the Dynamic Dolphins bulletin board and attach instructions and materials for student to use to write their shout-outs.

Person Responsible: Alyssa Maestas (maestas@dadeschools.net)

By When: 8/14/23 - 9/29/23

Announce the Dynamic Dolphins bulletin board to teachers at the Faculty Meeting and to students on the morning announcement.

Person Responsible: Carolina Blanco (cblanco@dadeschools.net)

By When: 8/14/23 - 9/29/23

#4. 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 the 2022-2023 Professional Development Survey, 20% of our teachers indicated that the collaborative, job-embedded professional development opportunity that they would most benefit from is "Teacher-Driven Observation". Based on the data and the identified contributing factors of exemplary teaching strategies taking place throughout the school and the challenges associated with teachers having time to observe their peers to gain new instructional strategies, we will implement the Targeted Element of 'Other', focusing on scheduling time for teachers to visit the classrooms of their colleagues.

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

With the implementation of the evidence-based intervention of 'empower teachers and staff', 100% of interested teachers will participate in Teacher Driven Observations by April 30, 2024.

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

Administration will work with teacher leaders to ensure that teachers who would like to participate, as either a visiting teachers or a teacher to be observed, are identified, matched with a partner/partners, and scheduled to participate in Teacher-Driven Observations (TDO).

Person responsible for monitoring outcome:

Alyssa Maestas (maestas@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.)

Empowering teachers and staff through the use of Teacher-Driven Observations allows teachers to observe their peers' teaching practices, reflect on their own methods, and set personalized goals for improvement. This approach fosters a supportive and empowering environment, encouraging continuous growth and enhancing teaching effectiveness.

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

Teacher-Driven Observations encourage a culture of collaboration, self-reflection, and continuous improvement, benefiting both participating teachers and ultimately leading to better educational outcomes for 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.

Share the Teacher Driven Observation opportunities and procedures at the second faculty meeting of the school year.

Person Responsible: Christina Guerra (clmguerra@dadeschools.net)

By When: 8/14/23 - 9/29/23

Send a survey to teachers to determine which teachers would like to observe their colleagues and which teachers would be willing to host their colleagues.

Person Responsible: Alyssa Maestas (maestas@dadeschools.net)

By When: 8/14/23 - 9/29/23

Meet with the School Leadership Team to determine dates and the schedule for Teacher Driven Observations. Provide coverage to teachers so they can observe a teacher on their scheduled date.

Person Responsible: Alyssa Maestas (maestas@dadeschools.net)

By When: 8/14/23 - 9/29/23

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).

N/A

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: Instructional Coaching/Professional Learning	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No