

Miami-Dade County Public Schools

Crestview Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	23
VII. Budget to Support Areas of Focus	27

Crestview Elementary School

2201 NW 187TH ST, Opa Locka, FL 33056

<http://cvwe.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.

Committed to providing an innovative educational experience that promotes inclusivity and diversity.

Provide the school's vision statement.

Establishing infinite possibilities to all students through diverse and innovative instructional practices.

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
Hardwick, Maria	Principal	Provides a common vision for use of data-based decision- making; ensures that the school-based team is implementing interventions, conducts effective assessment for purposes of progress monitoring; ensures implementation of intervention support and documentation; ensures adequate professional development to support Rti implementation and communication with parents regarding school-based plans and activities.
Vincent, Edwina	Assistant Principal	Assist the principal with providing a common vision for use of data-based decision-making; ensuring that the school- based team is implementing interventions, conducting effective assessment for purposes of progress monitoring; implementation of intervention support and documentation; adequate professional development to support Rti implementation and communication with parents regarding school-based plans and activities.
Dorsey, Shanese	Teacher, K-12	Provide professional development and classroom follow-up on best practices on science and other integrated course subjects; coordinates intervention activities; assist with benchmark assessments and progress monitoring data.
Flete, Sadery	Instructional Coach	Provide professional development and classroom follow-up on best practices on ELA and other integrated course subjects; coordinates intervention activities; assists with benchmark assessments and progress monitoring data.

Stakeholder Involvement and SIP Development

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

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

The process of involving stakeholders in the School Improvement Plan (SIP) development was comprehensive and collaborative, ensuring that diverse perspectives were considered. The school leadership team spearheaded the efforts, creating a platform for open dialogue and engagement with teachers, school staff, parents, students, families, and business or community leaders. Various forums, such as EESAC meetings, focus groups, surveys, and workshops, were organized to gather feedback, suggestions, and insights from each stakeholder group. Their valuable input played a pivotal role in shaping the SIP's goals, strategies, and action plans. By actively involving stakeholders, the school established a shared sense of ownership and commitment to the plan, fostering a cohesive and inclusive approach towards achieving academic excellence and addressing the unique needs of all learners.

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 subject to regular and comprehensive monitoring to ensure its effective implementation and measure its impact on enhancing student achievement, especially for those students facing significant achievement gaps. The monitoring process will involve frequent data analysis, progress assessments, and feedback from educators, parents, and students. By consistently reviewing the plan's outcomes and analyzing its effectiveness, the school will be able to identify areas that require improvement and make necessary revisions. These revisions will be geared towards fostering continuous improvement and tailoring the plan to address the evolving needs of the students, thereby ensuring a sustained and positive impact on meeting the State's academic standards and bridging the achievement gap for all learners.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	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) Black/African American Students (BLK) 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: 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	0	7	13	7	4	4	0	0	0	35	
One or more suspensions	0	0	0	1	3	0	0	0	0	4	
Course failure in English Language Arts (ELA)	0	2	8	3	3	2	0	0	0	18	
Course failure in Math	0	2	4	2	3	6	0	0	0	17	
Level 1 on statewide ELA assessment	0	0	0	2	6	5	0	0	0	13	
Level 1 on statewide Math assessment	0	0	0	2	5	4	0	0	0	11	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	6	11	8	9	0	0	0	42	

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	2	6	4	5	6	0	0	0	23

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	2	4	2	2	0	0	0	0	10
Students retained two or more times	0	0	0	1	2	0	0	0	0	3

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	16	6	12	5	9	0	0	0	48	
One or more suspensions	0	0	0	0	0	2	0	0	0	2	
Course failure in ELA	0	2	5	2	6	7	0	0	0	22	
Course failure in Math	0	2	3	1	3	9	0	0	0	18	
Level 1 on statewide ELA assessment	0	0	0	8	5	12	0	0	0	25	
Level 1 on statewide Math assessment	0	0	0	4	8	9	0	0	0	21	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	8	14	16	21	0	0	0	61	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	6	10	6	15	0	0	0	39

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	5	9	3	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	2	0	0	0	3

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	16	6	12	5	9	0	0	0	48	
One or more suspensions	0	0	0	0	0	2	0	0	0	2	
Course failure in ELA	0	2	5	2	6	7	0	0	0	22	
Course failure in Math	0	2	3	1	3	9	0	0	0	18	
Level 1 on statewide ELA assessment	0	0	0	8	5	12	0	0	0	25	
Level 1 on statewide Math assessment	0	0	0	4	8	9	0	0	0	21	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	8	14	16	21	0	0	0	61	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	6	10	6	15	0	0	0	39

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	5	9	3	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	2	0	0	0	3

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*	70	60	53	61	62	56	52		
ELA Learning Gains				69			51		
ELA Lowest 25th Percentile				71			45		
Math Achievement*	75	66	59	77	58	50	47		
Math Learning Gains				89			37		
Math Lowest 25th Percentile				76			27		
Science Achievement*	86	58	54	71	64	59	48		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		63	59						

* 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	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	514
Total Components for the Federal Index	7
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	70			
ELL				
AMI				
ASN				
BLK	72			
HSP				
MUL				
PAC				
WHT				

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%
FRL	75			

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	70			
ELL				
AMI				
ASN				
BLK	73			
HSP				
MUL				
PAC				
WHT				
FRL	73			

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	70			75			86					
SWD	68			71			90				4	
ELL												
AMI												
ASN												
BLK	69			75			84				4	
HSP												
MUL												

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
PAC												
WHT												
FRL	72			74			91				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	61	69	71	77	89	76	71					
SWD	68	73		72	83		55					
ELL												
AMI												
ASN												
BLK	59	68	71	76	88	76	70					
HSP												
MUL												
PAC												
WHT												
FRL	62	69	67	77	88	71	74					

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	52	51	45	47	37	27	48					
SWD	61	75		61	67		64					
ELL												
AMI												
ASN												
BLK	50	52	45	47	38	27	49					
HSP												
MUL												
PAC												
WHT												
FRL	52	52	45	48	38	27	49					

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	61%	56%	5%	54%	7%
04	2023 - Spring	65%	58%	7%	58%	7%
03	2023 - Spring	56%	52%	4%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	63%	-4%	59%	0%
04	2023 - Spring	68%	64%	4%	61%	7%
05	2023 - Spring	68%	58%	10%	55%	13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	50%	15%	51%	14%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Based on the 2023 FAST ELA Statewide assessment, ELA 3rd Grade Reading 56% (raw data) is the data component that showed the lowest performance compared to all the other accountability grades.

Based on the 2023 FAST STAR K-2 Statewide assessment, 45% of our students in 2nd grade scored at or above benchmark state level on the ELA assessment. 43% of our students in 2nd grade scored at or above benchmark state level on the Mathematics assessment. This area is considered the lowest among primary grades.

Based on the data review, 44% of teachers missed 10.5 or more days of school.

This data can be attributed to several factors, including the presence of new teachers at the grade level, shared responsibilities of the academic coach, and teacher absences.

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

Math 3rd Grade showed the greatest decline, decreasing from 73% (raw data) on the 2022 FSA Assessment to 59% (raw data) on the 2023 FAST Assessment. This data can be attributed to several factors, including the lack of small group differentiation and teacher absences.

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.

Based on the 2023 5th Grade Science Statewide assessment, (65%) of the student population had the greatest gap compared to the state (51%), 14 percentage point difference. Based on the 2023 5th Grade Mathematics assessment, (68%) of the student population had a similar gap compared to the State (55%), 13 percentage point difference. As a school, Crestview provided additional instructional support in the classroom by teacher leaders, extended learning opportunities, and strategic and effective standards-based planning to ensure teachers are meeting the demands of the standards.

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

Based on the 2022-2023 FAST Progress Monitoring assessment: 4th Grade ELA- 38% (2022 FSA) to 65% (2023 FAST), a 27 percentage point increase. 5th Grade Mathematics (19% proficient) PM2 data vs (68% proficient) PM3 data. 3rd Grade ELA (14% proficient) PM2 data vs (61% proficient) PM3 data.

As a school, Crestview provided additional instructional support in the classroom by teacher leaders, extended learning opportunities, providing strategic and effective standards-based planning to ensure teachers are meeting the demands of the standards, and utilizing the ELA Curriculum Support Specialist to provide push in support in grades 3-5.

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

- 1) High-Quality Instruction in the Primary Grades
- 2) 3rd Grade Proficiency
- 3) Teacher Attendance

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

- 1) 3rd Grade Proficiency (ELA)
- 2) 3rd Grade Proficiency (Math)
- 3) High-Quality Instruction in the Primary Grades
- 4) Teacher Attendance
- 5) Sustaining Science Proficiency

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 Collaborative Planning**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, 56% of 3rd-grade students were proficient in ELA as compared to the state average of 54% and district average of 56%. Based on the data and the identified contributing factors of low teacher attendance, there was a lack of standard-based instruction, we will implement the Targeted Element of Collaborative Planning.

Measurable Outcome:

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

With the implementation of Instructional Support/Coaching , 61% of the students in grade 3 will increase in academic performance on the FAST ELA PM3 assessment by June 2024.

Monitoring:

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

Teachers and Administrators will collaboratively plan every week to develop plans that are clear, logical, sequential, and aligned to standards-based learning.

Person responsible for monitoring outcome:

Maria Hardwick (mjones4@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of: Instructional Support/Coaching. Instructional Support/Coaching will assist teachers in providing educators with targeted guidance, resources, and feedback to enhance their teaching practices and improve student learning outcomes. Instructional support will help teachers develop the knowledge, skills, and strategies they need to be effective in the classroom.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional Support/Coaching will ensure that teachers are prepared to present lessons clearly and skillfully using explicit instruction. Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14- 09/29- Teachers will attend weekly collaborative planning meetings to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will take turns taking the lead and modeling explicit instruction that address identified student needs. Strategies can include appropriate scaffolding, thinks alouds, and student questioning.

Person Responsible: Maria Hardwick (mjones4@dadeschools.net)

By When: 8/14- 09/29

8/14- 09/29- Teachers will participate in in-services, webinars, and professional development to build their capacity.

Person Responsible: Maria Hardwick (mjones4@dadeschools.net)

By When: 8/14- 09/29

8/14- 09/29- Provide Professional Development for teachers on effective implementation of scaffolding that is aligned to relevant student data. As a result, teachers will identify resources that are appropriate for student success.

Person Responsible: Maria Hardwick (mjones4@dadeschools.net)

By When: 8/14- 09/29

#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, 59% of 3rd-grade students were proficient in Mathematics as compared to the state average of 59% and district average of 63%. Based on the data and the identified contributing factors of lack of content knowledge and differentiation, we will implement the Targeted Element of Mathematics.

Measurable Outcome:

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

With the implementation of Differentiated Instruction, 65% of the students in grade 3 will increase in academic performance on the FAST Mathematics PM3 assessment by June 2024.

Monitoring:

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

The Leadership Team will follow-up with regular walkthroughs to ensure strategies learned during weekly collaboration are implemented with fidelity. Administrators will review bi-weekly lesson plans for indication of learned strategies. Data Analysis of formative assessments will be reviewed monthly to observe progress. We will create a tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Maria Hardwick (mjones4@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of Mathematics, our school will focus on the evidence-based strategy of: Differentiated Instruction. Differentiated Instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations to include OPMs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students. Differentiated Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instructional delivery as new data becomes available.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14- 09/29-Teachers will plan for remediation and enrichment of standards based on topic and ongoing progress monitoring data. As a result, teachers will be able to determine a focus standard to target during small group instruction.

Person Responsible: Maria Hardwick (mjones4@dadeschools.net)

By When: 8/14- 09/29

8/14- 09/29-Teachers, transformation coaches, and administrators will analyze data to determine the standard focus for differentiated instruction. As a result, teachers will be able to analyze data to target instruction based on the needs of students.

Person Responsible: Maria Hardwick (mjones4@dadeschools.net)

By When: 8/14- 09/29

8/14- 09/29- Teachers will utilize DI folders for students that includes standards-based trackers and ongoing progress monitoring. As a result, teachers will be able to monitor the effectiveness of differentiated instruction.

Person Responsible: Maria Hardwick (mjones4@dadeschools.net)

By When: 8/14- 09/29

#3. Positive Culture and Environment specifically relating to Teacher Attendance**Area of Focus Description and Rationale:**

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

According to the 2023 SIP Dashboard, 44% of our teachers missed 10.5 or more days of school. Teacher attendance is a crucial factor in ensuring the overall effectiveness and success of an educational institution. Based on the data and the identified contributing factors of: lack of motivation, illness, and mindfulness, our school will implement the Targeted Element of Teacher Attendance.

Measurable Outcome:

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

If we successfully implement Attendance Initiatives, our students will receive quality instruction that will contribute to improved student outcomes. With consistent teacher incentives, teachers with 10.5 or more absences will decrease by 6 percentage points by June 2023.

Monitoring:

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

The Leadership Team will work to connect with teachers who struggle with attendance to identify the root cause for absences and create a plan of action to ensure teachers are able to be present daily. The Leadership team will implement attendance incentives, such as recognition or rewards for teachers with exemplary attendance records, to foster a positive culture around attendance. The Leadership Team will establish support programs for teachers facing attendance challenges. This could include mentorship, wellness initiatives, or professional development opportunities to help alleviate stress and improve job satisfaction. To ensure we are on track to meeting the outcome above, teacher attendance data will be discussed during administrative meetings to discuss timely interventions.

Person responsible for monitoring outcome:

Maria Hardwick (mjones4@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of Teacher Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our teachers. Teacher absences will be monitored on a monthly basis to prevent a pattern of excessive absences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategic Attendance Initiatives involve close monitoring and reporting of absences, phone calls, and more direct measures including referrals to outside agencies as well as incentives for teachers with perfect attendance. Attendance Initiatives will assist in decreasing the number of teacher absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14- 09/29-Teachers with 3 or more excessive absences will receive daily check-ins with administrators. As a result, daily check-ins will promote accountability and reinforce the importance of regular attendance.

Person Responsible: Maria Hardwick (mjones4@dadeschools.net)

By When: 8/14- 09/29

8/14- 09/29- Administrators will track and monitor teacher attendance weekly. As a result, target teachers can be identified.

Person Responsible: Maria Hardwick (mjones4@dadeschools.net)

By When: 8/14- 09/29

8/14- 09/29 At the end of the marking period, Teachers will be recognized through awards and incentives. As a result, teachers will be motivated to come to work.

Person Responsible: Maria Hardwick (mjones4@dadeschools.net)

By When: 8/14- 09/29

#4. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

Based on the 2023 statewide assessment data, 65% of 5th grade students were proficient in Science as compared to the state average of 50% and district average of 51%. Based on the data and the demand to sustain performance, we will implement the Targeted Element of Science.

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 providing extended learning opportunities, our students will increase by a minimum of 3 percentage points in Science as evidenced by the 2024 State Assessments.

Monitoring:

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

To ensure the successful attainment of our goals in science. Crestview will review baseline data, regularly measure progress through topic and informal assessments, and compare outcomes against predefined objectives. Continuous feedback loops will guide necessary refinements to our strategies, fostering an adaptive and responsive approach that maximizes student engagement, knowledge acquisition, and overall educational enrichment.

Person responsible for monitoring outcome:

Maria Hardwick (mjones4@dadeschools.net)

Evidence-based Intervention:

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

Within Science Instruction, our school will focus on the evidence-based strategy of: Extended Learning Opportunities. Extended Learning Opportunities will offer students the chance to deepen their understanding of scientific concepts beyond the traditional classroom setting.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Extended Learning Opportunities are activities designed to provide learning opportunities for students beyond the school day as well as enrichment opportunities for students. By engaging in extended learning opportunities, students develop critical thinking, problem-solving, and teamwork skills while gaining practical experience in conducting experiments and investigations.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14- 09/29-Teachers will align the extended learning opportunities with the Science Standards to ensure that the activities, projects, and experiences provided are directly related to the required learning

outcomes. As a result, teachers will be able to determine a focus standard to target to meet students' needs.

Person Responsible: Maria Hardwick (mjones4@dadeschools.net)

By When: 8/14- 09/29

8/14- 09/29-Teachers will develop engaging and interactive activities that spark curiosity and exploration. As a result, the school will promote active learning and problem-solving skills.

Person Responsible: Maria Hardwick (mjones4@dadeschools.net)

By When: 8/14- 09/29

8/14- 09/29- The School's Leadership Team will provide professional development for teachers involved in delivering the extended learning opportunities. As a result, this training equips them with the necessary knowledge and teaching strategies to effectively engage students in hands-on, inquiry-based learning.

Person Responsible: Maria Hardwick (mjones4@dadeschools.net)

By When: 8/14- 09/29

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.

Dissemination of the School Improvement Plan (SIP) and UniSIG budget to stakeholders is essential for transparency, collaboration, and engagement. The following plan outlines a protocol for sharing and disseminating this information in a language that parents and other stakeholders can understand: 1.) We will create a dedicated section on the school's website where the SIP and UniSIG budget documents are accessible to all stakeholders. We will ensure that the website is user-friendly and available in multiple languages to cater to diverse families. 2.) Conduct regular EESAC meetings or forums to present the SIP and UniSIG budget to parents, families, and local community members. These meetings will provide ample opportunities for asking questions and providing feedback. 3.) We will utilize Class Dojo App or School Messenger Communication Platforms to share regular updates and information on the SIP and UniSIG budget. 4.) We will also provide translated versions of the SIP and UniSIG budget documents, as well as any related communication, for parents and stakeholders who may have limited English proficiency. By implementing this comprehensive dissemination plan, the school can effectively engage parents, students, school staff, leadership, and local businesses and organizations, fostering a collaborative approach towards achieving the goals outlined in the School Improvement Plan and making transparent decisions about the utilization of UniSIG funds.

School Website: <http://crestviewelem.net>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school is dedicated to building strong and positive relationships with parents, families, and other community stakeholders to fulfill its mission, support students' needs, and keep parents informed of their child's progress. The following strategies outline how the school plans to achieve these goals: The school will establish open and regular communication channels with parents and families through various means, such as emails, phone calls, newsletters, and a dedicated school app or website. These channels will be used to share important information, updates on school events, and their child's academic progress. The school will organize regular parent-teacher conferences to provide a structured platform for discussing students' academic performance, strengths, and areas for improvement. Teachers will actively seek input from parents and discuss strategies for better supporting each child's unique needs. The school will host family engagement events and workshops to encourage parents and families to actively participate in their child's education. These events may include curriculum nights, family reading nights, math workshops, and other interactive activities. By implementing these strategies, the school aims to foster a strong sense of community, trust, and collaboration among parents, families, and other community stakeholders. Building positive relationships will not only support students' academic and social-emotional needs but also create a foundation for a successful and thriving learning environment.

School Website: <http://crestviewelem.net>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school is committed to strengthening the academic program and providing an enriched and accelerated curriculum to enhance students' learning experiences. The following strategies outline how the school plans to achieve these goals: The school will conduct a comprehensive review of the existing curriculum to identify areas for improvement and alignment with academic standards. Educators and curriculum specialists will collaborate to enhance the curriculum with engaging and challenging content, ensuring it caters to the diverse learning needs of all students. Teachers will implement differentiated instruction techniques to cater to individual student learning styles, abilities, and interests. This approach will help provide more personalized learning experiences, allowing students to progress at their own pace and be appropriately challenged. The school will establish enrichment programs that offer students opportunities to delve deeper into subjects of interest, participate in research projects, and engage in hands-on learning experiences. These programs will foster curiosity and a love for learning beyond the regular classroom setting. The school will organize extended learning opportunities such as after-school clubs, academic competitions, and summer enrichment programs to provide students with additional learning time and exposure to a wide range of subjects and disciplines. The school will use data to monitor students' progress and identify areas for improvement. This data-driven approach will inform instructional decisions and help tailor interventions to meet individual student needs. By implementing these strategies, the school aims to create a dynamic and rigorous academic program that fosters intellectual curiosity, critical thinking, and a passion for learning. Strengthening the academic program, increasing learning time, and providing an enriched and accelerated curriculum will empower students to reach their full potential and excel in their educational journey.

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

The development of this comprehensive plan is strategically coordinated and integrated with various Federal, State, and local services, resources, and programs to create a holistic approach to education and student success. The collaboration ensures that students' academic, social, and emotional needs are met through a multi-faceted support system. Through collaboration, alignment, and integration, the plan ensures that students are provided with the necessary tools, support, and opportunities to thrive academically, emotionally, and socially.

Optional Component(s) of the Schoolwide Program Plan

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

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

To ensure the mental, emotional, and social development of students, Crestview will implement a range of support services and strategies. Crestview will provide individual and group counseling sessions for students to help students to cope with personal, social, and emotional challenges. Counselors may address issues like stress, anxiety, bullying, family problems, and more creating a safe space for students to express their concerns.

Crestview will continue to collaborate with mental health professionals to provide on-site mental health services.

Crestview will also integrate wellness programs into the curriculum, focusing on topics such as mindfulness, self-care, nutrition, and physical activity. These programs aim to educate students about maintaining a healthy lifestyle and equipping them with strategies to manage stress and maintain overall well-being. Overall, a comprehensive approach to education goes beyond academic subjects, prioritizing students' mental, emotional, and social growth. By providing counseling, mental health services, specialized support, mentoring, and various skill-building strategies, schools create an environment that nurtures well-rounded individuals equipped to succeed both inside and outside the classroom.

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

N/A

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

Crestview will implement a schoolwide tiered model to prevent and address problem behavior, along with early intervening services, coordinated with similar activities and services under the Individuals with Disabilities Education Act (IDEA). A schoolwide tiered model, often referred to as a Multi-Tiered System of Supports (MTSS), is an evidence-based framework designed to address the academic, behavioral, and social-emotional needs of all students. It is a proactive approach that aims to prevent the development of problem behavior while providing targeted interventions for those who need additional support.

Tier 1 - Universal Supports:

At the universal level, strategies are implemented for all students. This includes creating a positive and supportive school climate, implementing behavior expectations and rules, and providing social-emotional learning (SEL) curriculum to promote positive behaviors. Regular data collection and analysis help identify trends and areas that may need further attention.

Tier 2 - Targeted Interventions:

For students who require additional support, targeted interventions are provided. This might involve small group interventions, social skills training, check-in/check-out systems, and mentoring programs. Data-driven decision-making is crucial here, as educators continuously monitor students' progress and adjust interventions as needed.

Tier 3 - Intensive Interventions:

At this level, a smaller group of students who require more intensive support receives personalized interventions. This could involve individualized behavior plans, counseling, and collaboration with external agencies or professionals. The focus is on addressing the root causes of problem behavior and developing effective strategies.

By utilizing the schoolwide tiered model, schools create a comprehensive framework that addresses the needs of all students, including those at risk for academic or behavioral challenges. This coordinated approach helps ensure that students receive timely and appropriate interventions, reducing the likelihood of more severe problems and fostering a positive learning environment for all.

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

Crestview will create professional learning and other activities to support teachers, paraprofessionals, and other school personnel in improving instruction, and using data from academic assessments. Crestview will organize workshops on pedagogical strategies, differentiated instruction, and standards-aligned instruction. These workshops can provide teachers with practical tools to engage students and enhance learning outcomes. Crestview will also continue to establish Professional Learning Communities (PLCs) allowing teachers to collaborate, share best practices, and discuss instructional strategies. Regular meetings can facilitate the exchange of ideas and support teacher growth. The school leadership team will utilize instructional coaches or experienced teachers as mentors to offer personalized guidance and feedback to newer educators. This one-on-one support can help teachers refine their instructional techniques. Crestview will also continue to provide training on how to analyze academic assessment data to identify student strengths and areas needing improvement. Teachers can use this data to tailor instruction to individual student needs. Our school will implement ongoing progress monitoring to track student growth over time. This helps adjust instruction and interventions as needed. Professional development can emphasize using assessment data to inform instructional decisions, such as grouping students based on skill levels or adapting teaching strategies. By implementing these professional learning and other activities, schools can empower teachers, paraprofessionals, and school personnel to enhance their instructional practices and effectively use assessment data. This comprehensive approach contributes to improved student outcomes and a positive school environment.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Transitioning from early childhood education programs to local elementary school programs is a critical period in a child's educational journey. To ensure a smooth and successful transition, Crestview will employ a range of strategies to support preschool children and their families during this transition.

Crestview will organize orientation sessions and tours for incoming preschool children and their families. These sessions allow children to visit the new school, meet their future teachers, and become familiar with the classrooms, playgrounds, and other facilities. Crestview will communicate between early childhood educators and elementary school teachers. This includes sharing information about children's learning styles, strengths, and areas of growth to ensure a seamless continuation of their education. Crestview will have transition meetings, where preschool educators, elementary school teachers, parents, and relevant professionals come together to discuss each child's unique needs, strengths, and any concerns. These meetings facilitate a shared understanding of the child's development. Crestview will offer workshops for parents to guide them through the transition process. These workshops can cover topics such as what to expect in elementary school, how to support their child's emotional adjustment, and strategies for open communication. Crestview will continue to build a strong partnership between parents and the elementary school fosters open communication and collaboration. Regular updates, meetings, and involvement opportunities keep parents informed and engaged. By implementing these strategies, schools can help preschool children and their families navigate the transition from early childhood education to local elementary school programs with confidence and enthusiasm, ensuring a positive start to their academic journey.

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: Collaborative Planning	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	\$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