

Miami-Dade County Public Schools

Amelia Earhart 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	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	26
VI. Title I Requirements	30
VII. Budget to Support Areas of Focus	33

Amelia Earhart Elementary School

5987 E 7TH AVE, Hialeah, FL 33013

<http://aearhart.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.

Amelia Earhart Elementary is committed to the academic achievement of all our students. Curriculum is implemented to meet the needs of our multicultural student population and community. We will enhance students' academic performance, develop students' life skills for functioning independently in our information age, and provide parents and guardians opportunities to improve adult literacy. Our mission is to exceed our stakeholders' expectations for student achievement through a continuous cycle of analyzing students' academic needs, making data-driven decisions and collaborating with parents and the community in a win-win partnership.

Provide the school's vision statement.

Our vision is to provide a nurturing, safe environment where we promote multicultural education, increase student achievement, and prepare our students for the world of work, equipping them to become productive citizens. We are devoted to ensuring the academic success of all our students. We are strongly committed to reaching our goals by working shoulder-to-shoulder with parents and community members, for the betterment of our students.

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
Wiggins, Lisa	Principal	The Principal is the instructional leader of the school. She oversees the curriculum and supports the staff in their instructional practice. She ensures the staff and teachers produce successful outcomes for students in a nurturing, supportive, and safe environment. As the leader she allocates and manages resources for various academic and social emotional learning programs that support student achievement. She focuses on student learning, professional growth, and continuous improvements which are aligned to the school as well as the district's mission and vision.
Palacios, Sandra	Reading Coach	The Instructional coach facilitates the grade level collaborative planning sessions to ensure that the curriculum is aligned to the data that is being analyzed. She also dissects data reports to monitor student progress, develops a scope and sequence to ensure strengthening of the identified and targeted standards. The coach facilitates coaching cycles and models best practices for teachers to improve classroom instruction and facilitate growth as highly effective educators.
Julia, Yailen	Assistant Principal	The Assistant Principal supports the Principal as an educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. She monitors all systems and structures that directly correlate to and impact our school culture, social emotional learning, and academic achievement goals and initiatives.
Carrasco, Cecilia	Other	The Social Worker provides emotional and behavioral support to students as needed. The Social Worker also meets with families to offer strategies and support to assist students in being successful at school. She provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.
Andara, Leopoldo	School Counselor	The counselor fosters family and community partnerships to support the social-emotional and academic development of all students. The counselor also has the responsibility of monitoring behavior data, conducting intervention meetings for students identified through the MTSS process, providing support and resources for parents, gathering data required for the Rtl process.
	ELL Compliance Specialist	The ELL Compliance Specialist works collaboratively with the leadership team and all teachers to ensure that students who are second language learners are receiving their language support with fidelity. The ELL Compliance Specialist provides in class assistance on the effective use of strategies to support second language learners. In addition, the ELL Compliance Specialist ensures that

Name	Position Title	Job Duties and Responsibilities
student assessments, parent meetings, and ESOL Learning plans are in compliance with state timelines and regulations.		

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 establishment of a School Improvement Plan (SIP) is vital in attaining success. It serves as a map or guide to improve the quality of instruction and learning. Receiving feedback and input from all stakeholders on the need(s) of the school is essential. Stakeholders can have transparent dialog and collaborative discussions during the Educational Excellence School Advisory Committee (EESAC) meetings. During this meeting the stakeholders are provided with meaningful data and other pertinent information needed so that decisions can be made that are directly aligned with student achievement goals. The varying components of the SIP are shared and discussed with teachers, parents, students, and community business partners to come to a consensus of the set goals and action steps that will support the continuous improvement of student achievement.

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 monitored regularly to ensure its effectiveness. The School Leadership Team will meet weekly to debrief observational notes obtained from walkthroughs and on-going data to determine the fidelity and impact of the implementation of the action steps. Stakeholders will have opportunities through collaborative planning sessions, data chats, faculty meetings, or EESAC meetings to determine whether adequate progress is being made in reducing the achievement gap in particular subgroups. The SIP will be revised and modified as needed by analyzing the areas of deficiency. Purposeful action steps that will increase achievement of students in meeting the State’s academic standards will be developed.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%

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

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	10	9	16	6	6	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	1	15	5	1	0	0	0	22
Course failure in Math	0	0	0	8	2	4	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	14	16	20	0	0	0	50
Level 1 on statewide Math assessment	0	0	0	12	19	11	0	0	0	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	20	50	24	26	0	0	0	135

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	0	0	17	15	10	0	0	0	42

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	15	0	0	0	0	0	15
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	15	13	10	7	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	11	23	6	2	0	0	0	43
Course failure in Math	0	1	3	7	5	1	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	11	14	9	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	8	18	8	0	0	0	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	11	29	19	11	0	0	0	71

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	4	17	17	6	0	0	0	46

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	0	12	1	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	15	13	10	7	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	11	23	6	2	0	0	0	43
Course failure in Math	0	1	3	7	5	1	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	11	14	9	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	8	18	8	0	0	0	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	11	29	19	11	0	0	0	71

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	4	17	17	6	0	0	0	46

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	0	12	1	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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*	57	60	53	55	62	56	39		
ELA Learning Gains				68			31		
ELA Lowest 25th Percentile				63			44		
Math Achievement*	61	66	59	51	58	50	37		
Math Learning Gains				63			18		
Math Lowest 25th Percentile				65			42		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	48	58	54	39	64	59	17		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	60	63	59	76			54		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	265
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	480
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	51			
AMI				
ASN				
BLK	32	Yes	1	
HSP	54			
MUL				
PAC				
WHT				
FRL	51			

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	42			
ELL	63			
AMI				
ASN				
BLK	42			
HSP	62			
MUL				
PAC				
WHT				
FRL	61			

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	57			61			48					60
SWD	50			61			46				5	37
ELL	55			61			41				5	60
AMI												
ASN												
BLK	18			45							2	
HSP	59			61			47				5	61
MUL												
PAC												
WHT												
FRL	55			62			48				5	59

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	55	68	63	51	63	65	39					76
SWD	28	43	47	38	54	60	20					44
ELL	56	72	68	53	68	71	40					76
AMI												
ASN												
BLK	25	57		25	57		46					
HSP	58	70	63	55	65	65	41					76
MUL												
PAC												
WHT												
FRL	55	70	64	52	64	64	41					76

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	39	31	44	37	18	42	17					54
SWD	10	26		29	26		0					48
ELL	39	27	38	36	20	50	14					54

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	13			13								
HSP	42	31	44	39	18	41	18					53
MUL												
PAC												
WHT												
FRL	39	29	44	36	18	42	17					56

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	62%	56%	6%	54%	8%
04	2023 - Spring	51%	58%	-7%	58%	-7%
03	2023 - Spring	30%	52%	-22%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	30%	63%	-33%	59%	-29%
04	2023 - Spring	79%	64%	15%	61%	18%
05	2023 - Spring	49%	58%	-9%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	50%	-12%	51%	-13%

III. Planning for Improvement

Data Analysis/Reflection

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

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

According to the 2023 ELA FAST PM3 data results, 36% of the 3rd grade student population scored a level 3 or higher. Compared to the 2022 proficiency percentage of 48%, there is a decrease of 12 percentage points.

This data finding demonstrates that additional support is needed in this grade level. Students were not grasping grade level benchmarks neither through whole nor teacher-led small group instruction. Our school had a greater number of students transferring from other public/private schools or new arrivals from other countries. A large percentage of these students were entering Amelia Earhart one or more grade levels below. This impacted the number of students attending intervention, and/or needing additional support. These students' ongoing data indicated that they were at risk of not being proficient and/or being retained. There was an additional need for professional development in tracking ongoing student data utilizing reports from Performance Matters and Student Data Trackers in order to provide effective and targeted instruction in Reading.

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

According to the 2023 Math FAST PM3 data results, 32% of the 3rd grade student population scored a level 3 or higher. Compared to the 2022 proficiency percentage of 44%, there is a decrease of 12 percentage points.

Our diverse student population had varying social and academic needs that hindered student progress. The students in 3rd grade lacked the basic skills and prerequisites needed to master the math benchmarks. This impacted the number of 3rd grade students who needed additional support and remediation in the area of math. The multi student barriers that were affecting student mastery of the benchmarks were not addressed effectively in the delivery of instruction for small and whole group.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to the 2023 Math FAST PM3 data results, 32% of the 3rd grade student population scored a level 3 or higher. Compared to the state's proficiency percentage of 59%, there is a 27 percentage points difference.

Our diverse student population had varying social and academic needs that hindered student progress. There was an influx of students transferring from other public/private schools or new arrivals from other countries, a large percentage of these students were in 3rd grade. Third grade had a greater percentage of students that were one or more grade levels below; they lacked the basic skills and prerequisites needed to master the Florida B.E.S.T Math benchmarks. Careful review of what was being implemented successfully or not, based on grade level expectations of the Florida Math B.E.S.T. Standards and essential practices, needed to be conducted with more frequency in order to make adequate modifications to address students in each of the subgroups. The multi student barriers that were affecting student mastery of the benchmarks were not addressed effectively in the delivery of instruction for small and whole group. These factors impacted the number of 3rd grade students who needed additional support and remediation in the area of math.

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

According to the 2023 ELA FAST PM3 data results, 75% of the 5th grade student population scored a level 3 or higher. Compared to the 2022 proficiency percentage of 49%, there is an increase of 26 percentage points.

The significant increase in proficiency demonstrated by the 5th grade student population proved that the 5th grade ELA teachers provided rigorous and meaningful instruction which addressed the students' academic needs and effectively reduced the learning gap. The contribution to this improvement can be attributed to differentiated instruction, data chats, and ongoing collaboration. In addition, collaborative instructional planning and resources used by teachers was effective. These resources were implemented for remediation and/or enrichment during the teacher led small group instruction. Significant learning gains from the FAST PM1 to the PM3 was evident among the different student subgroups.

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

According to the 2022-2023 Early Warning System Data in Power of BI, 25% of the student population had between 16-30 absences throughout the school year. This is 4 percentage points higher than the district (21%) and 10 percentage points higher than the prior school year (15%). Also, the following grade levels had the highest percentage of students with 6-15 absences: Kinder (46%) an increase of 2 percentage points and 3rd grade (43%) an increase of 3 percentage points in comparison to 2021-2022.

Despite of our school-wide attendance plan, student absences and/or early dismissals are still a concern. The students in the SPED self-contained units had excessive absences due to their ailments. However, throughout the 2022-2023 school year an increase of student absences (0-5 days) was seen in kindergarten, 3rd grade, and 5th grade in comparison to prior school years. If students were not in school, they were not learning what was being taught and placed them in jeopardy of falling behind, therefore, impacting their overall academic performance. The school-wide attendance plan needs to be revamped so that it includes additional initiatives that encourage student attendance, goals for students who exhibit chronic absenteeism or truancy, and a more precise way to track student absences. A plan needs to be developed and implemented to familiarize parents with the school-wide attendance plan and policies to reduce unnecessary absences. In order to better address the specific attendance barriers and provide the immediate necessary support the Attendance Committee will meet with more frequency.

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

The following are the school improvement priorities for the upcoming 2023-2024 school year:

Continuous improvement meetings will be conducted with the School Leadership Team (SLT) were weekly metrics will be utilized to determine whether or not adequate progress is being made across all grade levels; an emphasis will be placed on 3rd grade in the areas of reading and math.

Classroom walkthroughs will be conducted regularly to provide immediate feedback on the progress towards the school's goals. Walkthrough forms will be utilized to capture instructional trend data.

Improve attendance further by developing and implementing additional practices that will motivate students to maintain perfect and/or improve their attendance. The school-wide attendance plan will be modified and monitored by the Attendance Committee to ensure its implementation and effectiveness.

Professional development and/or training will be provided so that teachers are able to correctly select, use and apply mathematical language and concrete resources to deepen the students' understanding in

conceptual math which will lead to the effective application of problem solving. Also, to increase the teachers' capacity in the use of on-going assessment data to track the student's attainment and progress which will be used to develop instructional plans and delivery.

Increase fidelity and effectiveness of small group instruction to improve progress for students in the varying subgroups. This will help reduce the number of students that are identified at risk for underachievement.

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.

Based on the 2023 FSA Math data results, 53% of the students in grades 3-5 were proficient. In comparison to the T1 schools this indicates 15 percentage points less. The Targeted Element of Collaborative Planning was selected due to the data findings that indicated the proficiency percentage for grades 3 through 5 are less than the T1 schools' average. Scheduled collaborative planning sessions with the instructional coach will provide guidance and support to the instructional staff. The instructional coach and staff will develop engaging lessons that will focus on the B.E.S.T standards in order to increase mastery. The collaborative planning sessions will encourage teachers to share and discuss strategies, concerns, and problem-solve to better implement different learning modalities that will further engage students' learning. This will allow for the fostering of knowledge creation and building across subject areas.

Measurable Outcome:

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

With the implementation of collaborative planning, a 7 percentage point increase in student proficiency in grades 3-5 will be evident as measured by the summative assessment, 2024 FAST Math PM3, in comparison to the 2023 FAST Math PM3.

Monitoring:

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

The SLT will conduct weekly walkthroughs using a metric system to measure the impact of instructional lesson plans developed during collaborative planning and implementation of strategies. The Leadership Team's notes will capture the instructional look-fors identified in previous Leadership Team meetings that will maximize student learning and minimize learning loss. The SLT will conduct quarterly data chats using Power of BI, iReady, FAST Progress Monitoring, and online assessment data reports to monitor that students are making adequate progress in the targeted areas.

Person responsible for monitoring outcome:

Sandra Palacios (spalacios@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 Intervention of: Instructional Support. Instructional Support will provide teachers with the guidance and assistance needed to develop instructional lessons according to the pacing guides and fluid data findings to ensure learning barriers are addressed. These lessons will focus on the B.E.S.T. standards for whole and teacher-led small group instruction for all subgroups. The teacher-led instructional plans will strategically target identified standards/benchmarks that can have an effect on long-term student achievement and incremental progress towards closing the achievement gap.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional Support provides the opportunity for collaborative practice which helps to ensure a cohesive school environment in which key stakeholders are actively encouraged to focus on effective differentiation, anticipate misconceptions, and consider alternative approaches that students may bring to the lesson. The Curriculum Coach and teachers are able to analyze the B.E.S.T. standards and share best practices and strategies that address possible barriers and challenges. The instructional lessons developed will include

engaging and purposeful activities that are aligned to the B.E.S.T. standards. This practice will foster knowledge creation and building across subject areas in order to maximize student learning.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14 - 9/29 - Create and establish a common planning schedule with clearly defined protocols, planning timeframe, and expected products.

Person Responsible: Sandra Palacios (spalacios@dadeschools.net)

By When: 8/18/2023

8/14 - 9/29 - During Collaborative Planning sessions instructional teacher-directed lesson plans will be developed using the Gradual Release Responsibility Model (GRRM) to maximize student outcome.

Person Responsible: Sandra Palacios (spalacios@dadeschools.net)

By When: Ongoing

8/14 - 9/29 - Teachers and Leadership Team will utilize weekly collaborative planning time to monitor student progress using current data reports from multiple sources (topic assessment, iReady, and PM1, and weekly assessments) to identify instructional and curricular needs of students. Findings will be incorporated to lesson plans as secondary standards.

Person Responsible: Sandra Palacios (spalacios@dadeschools.net)

By When: Ongoing

8/14 - 9/29 - The instructional coach will provide guidance and support during collaborative planning sessions with implementation of on-going findings based on fluid data, creating flexible small groups, and aligning instruction to research-based resources.

Person Responsible: Sandra Palacios (spalacios@dadeschools.net)

By When: Ongoing

#2. Instructional Practice specifically relating to Differentiation

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 FAST PM3 ELA data results, 36% of the students in grade 3 were proficient. This indicates 15 percentage points below the District's average of 51%. The Targeted Element of Differentiation was selected due to the data findings that indicated the proficiency percentage for grade 3 is below the District's average in the area of ELA. We did not address with fidelity the foundational gaps identified through data chats with student remediation. Therefore, there is a need to differentiate the instructional approaches and student activities that focus on the ELA standards and/or skills to ensure students develop stronger foundations. The differentiation of whole and small group instruction will allow students to learn and demonstrate their understanding in order to maximize the learning of all students.

Measurable Outcome:

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

With the implementation of differentiation, there will be an increase of 10 percentage points in 3rd grade proficiency from 36% to 46%, as measured by the 2024 FAST Reading PM3.

Monitoring:

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

The SLT will conduct weekly walkthroughs to measure impact of whole and small group instructional lesson plans developed during collaborative planning. Ongoing data from biweekly assessments and iReady will be used to gauge and monitor student progress and guide instruction. This will serve as a tool to measure the implementation and effectiveness of the differentiated strategies being utilized in the delivery of instruction. Modifications to instructional lessons to differentiate instruction will be made in alignment with ongoing student data to maximize mastery of targeted benchmarks.

Person responsible for monitoring outcome:

Sandra Palacios (spalacios@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.)

Differentiated instruction will provide sound whole and small group instruction for all subgroups. The different learning modalities implemented will have an effect on long-term student achievement and incremental progress towards closing the achievement gap. Differentiated instructional lesson plans will allow for careful review of what is being implemented successfully or not, based on grade level expectations of the B.E.S.T. Standards. Essential practices during collaborative planning will be conducted in order to make adequate modifications to the instructional plans to strategically target student deficiencies. The modifications being made will need to address students in each of the subgroups. This will ensure the diverse needs of all students are met.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The data findings from the 2023 ELA FAST PM3 for grade 3 is impactful as it indicates that additional instructional planning for both, whole and small group, needs to focus on specific standards based on student data. Developing instructional plans that allow for differentiated instruction will be beneficial in increasing student achievement for the students who have regressed or are demonstrating deficiency.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14 - 9/29 - Teachers will participate in collaborative planning sessions to discuss data and their content area needs in order to develop differentiated whole and small group standards-aligned instructional plans for targeted subgroups.

Person Responsible: Sandra Palacios (spalacios@dadeschools.net)

By When: Ongoing

8/14 - 9/29 - Provide professional development opportunities for teachers who need assistance with whole and small group differentiated instruction.

Person Responsible: Sandra Palacios (spalacios@dadeschools.net)

By When: Ongoing

8/14 - 9/29 - The SLT will facilitate Student Data Chats and Collaborative Data Chats after FAST PM1 and iReady AP1.

Person Responsible: Lisa Wiggins (pr1521@dadeschools.net)

By When: FAST PM1 Data Chat by September 8, 2023 iReady AP1 Data Chat by October 13, 2023

8/14 - 9/29 - During collaborative planning sessions effective grouping practices will be discussed in order to create flexible groups for small group teacher-led instruction to target identified standards. Ongoing data reports of biweekly assessments and iReady will be utilized to guide student grouping based on identified needs.

Person Responsible: Sandra Palacios (spalacios@dadeschools.net)

By When: Ongoing

#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.

Based on the 2023 Attendance and EWI tab on PowerBi, student attendance improved compared to 2021-2022. The amount of students absent 0-5 days increased from 27% to 29%, a 2 percentage point increase. The school-wide attendance plan was implemented to help reduce the number of students with less than 5 absences. There was also a slight increase in percentage points for students with 6-10 absences, 24% to 25%. If students are not in school, they are not learning what is being taught and could be in jeopardy of falling behind, therefore, impacting their academic progress and performance. Students who frequently attend school feel more connected to their learning environment and develop strong social skills that influence their academic progress towards achievement.

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 attendance initiative, a decrease of 4 percentage points (29% to 25%) for students with 0-5 absences and a decrease of 6 percentage points (25% to 19%) for students with 6-10 absences will be evident in the 2024 MTSS Attendance Summary.

Monitoring:

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

The daily attendance bulletin will be reviewed and parent contact will be made. The Attendance Review Committee (ARC) will meet monthly to review attendance for students who have been identified by homeroom teachers. A monthly calendar with scheduled truancy meetings will be distributed to teachers.

Person responsible for monitoring outcome:

Yailen Julia (235050@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.)

In order for students to learn and achieve their fullest potential, it is critical that they are in school and engaged in the learning process. The Attendance Initiatives will help decrease student absences throughout all grade levels. The Attendance Initiatives include, but are not limited to, a school-wide attendance plan in which teachers will track and monitor student absences. This plan will be implemented to present both proactive and reactive strategies to prevent chronic truancy and intervene before a student is at risk of jeopardizing academic loss. The school-wide plan will also aim to engage families, increase social-emotional learning, and create a positive school climate to promote student attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to improve student attendance, an attendance monitoring plan will be developed and fully implemented with fidelity to target students that are truant and/or have a trend of arriving late or leaving early. The Administration/Attendance Review Team will review the school-wide Attendance Plan with teachers, students, and parents.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14 - 9/29 -The Attendance Review Committee (ARC) will meet to analyze attendance data from the previous school year (2022-2023) in order to identify students who had more than five excused/unexcused absences. These students will be monitored and provided support to improve attendance.

Person Responsible: Yailen Julia (235050@dadeschools.net)

By When: September 15, 2023

8/14 - 9/29 - The School-wide Attendance Plan will be reviewed with faculty and staff. Updates will be provided at bi-weekly Staff & Faculty Meetings.

Person Responsible: Yailen Julia (235050@dadeschools.net)

By When: Ongoing

8/14 - 9/29 - The SLT will have an initial meeting with the parents of identified students to complete an attendance contract.

Person Responsible: Yailen Julia (235050@dadeschools.net)

By When: September 29, 2023

8/14 - 9/29 - ARC will review attendance reports weekly in order to identify students and classes who maintain perfect attendance, as well as students who have been absent. Students and classes with perfect attendance will be recognized through morning announcements and bulletin boards. Students with absences will be monitored.

Person Responsible: Leopoldo Andara (339555@dadeschools.net)

By When: Ongoing

#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 Science Statewide Assessment data results, 38% of the students in grade 5 were proficient. This indicates 14 percentage points below the District's average of 52% and 1 percentage point decrease from the 2022 percentage of 39%. The Targeted Element of Science was selected due to the data findings that indicated the proficiency percentage for grade 5 is below the District's average and has remained stagnant for the past two years. Therefore, there is a need to target and increase student engagement with hands-on activities across all grade levels to ensure students develop stronger foundations in the different areas of Science. The effective scaffold of the Science benchmarks will allow students to learn and demonstrate their understanding in order to maximize the learning of all students.

Measurable Outcome:

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

With the implementation of interactive learning environment, an 8 percentage point increase in student proficiency (38% to 46%) in the area of Science will be evident in the 2024 Science Statewide Assessment for grade 5.

Monitoring:

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

The SLT will conduct biweekly walkthroughs using a metric system to measure impact of hands-on learning and student-created projects. The SLT will review Science instructional lesson plans for indication of hands-on activities. Hands-on learning projects will be showcased on the school's website, ClassDojo, and social media accounts. Ongoing data from the Science Topic Assessments will be analyzed to determine the percentage of students who are meeting proficiency.

Person responsible for monitoring outcome:

Sandra Palacios (spalacios@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of Science, our school will focus on the Evidence-based Intervention of: Interactive Learning Environment. The implementation of interactive learning environment will allow students the chance to connect to and apply what they've learned in class. It helps develop a student's critical thinking skills and promotes retention of the concept by allowing students to interact with visual, auditory, and kinesthetic aids to acquire and assimilate skills and processes. Students forge a deeper understanding of the scientific concepts taught in class through student engagement; the process of learning by doing.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research has shown that engaging students in the learning process increases their attention, motivates them to practice higher level critical-thinking skills, and promotes meaningful learning experiences. The implementation of hands-on activities and experiments will allow students to experiment with science equipment or be immersed in a virtual world.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14 - 9/29 - Weekly Science instructional lesson plans will be developed to integrate project-based learning throughout all grade levels.

Person Responsible: Sandra Palacios (spalacios@dadeschools.net)

By When: Ongoing

8/14 - 9/29 - The 5th Grade Science Baseline Assessment will be administered to determine student learning gaps for targeted instruction. Data results from this assessment will be utilized to develop small group instructional plans, targeting identified needs as secondary benchmarks.

Person Responsible: Yailen Julia (235050@dadeschools.net)

By When: September 22, 2023

8/14 - 9/29 - The Science Topic Assessment data results will be analyzed during Collaborative Planning sessions to identify areas of deficiencies to target during small group instruction.

Person Responsible: Sandra Palacios (spalacios@dadeschools.net)

By When: Ongoing

8/14 - 9/29 - Product review of the students' notebooks will be conducted biweekly during Collaborative Planning sessions to ensure fidelity and differentiation of hands-on activities.

Person Responsible: Sandra Palacios (spalacios@dadeschools.net)

By When: Ongoing

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

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

According to the Reading Placement Report on PowerBI the following percentages in each grade level are in critical need (Tier 2 or Tier 3):

26% of 1st grade (Kinder 2022-2023)

41% of 2nd grade (1st Grade 2022-2023)

57% of 3rd grade (2nd Grade 2022-2023)

Based on these data results, the Area of Focus relating to Reading/ELA will be Gradual Release of Responsibility Model (GRRM). The GRRM provides students with an instructional delivery framework that allows for students to be guided through the learning process with the use of explicit instruction. The structured approach allows the gradual shift from teacher-centered instruction to student-centered learning.

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

According to the Reading Placement Report on PowerBI the following percentages in each grade level are in critical need (Tier 2 or Tier 3):

48% of 4th grade (3rd Grade 2022-2023)

41% of 5th grade (4th Grade 2022-2023)

Based on these data results, the Area of Focus relating to Reading/ELA will be Gradual Release of Responsibility Model (GRRM). The GRRM provides students with an instructional delivery framework that allows for students to be guided through the learning process with the use of explicit instruction. The structured approach allows the gradual shift from teacher-centered instruction to student-centered learning.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of the GRRM, the following measurable outcomes will be evident on the new ELA progress monitoring system:

- an additional 2% of the Kindergarten student population will score at grade level
- an additional 10% of the First Grade student population will score at grade level
- an additional 12% of the Second Grade student population will score at grade level

Grades 3-5 Measurable Outcomes

With the implementation of the GRRM, the following measurable outcomes will be evident on the new ELA progress monitoring system:

- an additional 8% of the Third Grade student population will score at grade level
- an additional 10% of the Fourth Grade student population will score at grade level

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The School Leadership Team (SLT) will conduct weekly instructional rounds that will focus on the following:

effective implementation of the GRRM during the delivery of whole/small group instruction, ensure small-group instructional lesson plans are aligned to current data with differentiation for Tier 2 and Tier 3 students Ongoing iReady, PowerBi, FAST Progress Monitoring, and Intervention data for Tier 2 and Tier 3 students will be analyzed monthly by the SLT. This will serve as an instrument to monitor and ensure adequate progress is being made by the targeted students. Additional support will be provided to students who are not progressing adequately.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Wiggins, Lisa, pr1521@dadeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the Targeted Element of the Gradual Release of Responsibility Model, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven Instruction allows for the alignment of appropriate research-based strategies and resources to meet the individual needs of students that are one or more grade level(s) below (Tier 2 or Tier 3). Data-driven instruction will assist in narrowing achievement gaps. FAST Progress Monitoring, iReady, PowerBi, and Intervention data reports will be utilized not only to drive instructional planning but also to monitor student progress.

Rationale:

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

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

Data-driven instruction will ensure that teachers are using on-going data to realign small/whole group instructional lesson plans to strategically target student needs. This practice will allow teachers to make immediate adjustments and /or improvements based on the data to maximize on the learning resources/ materials to continuously improve student learning.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The SLT will analyze data reports (FAST, iReady, and PowerBi) to identify students that are Tier 2 (one grade level below) and Tier 3 (two or more grade levels below).	Palacios, Sandra, spalacios@dadeschools.net
Teachers will participate in collaborative planning sessions to discuss data and identify areas in need of improvement in order to develop small group teacher-led standards-aligned instructional plans for targeted subgroups.	Palacios, Sandra, spalacios@dadeschools.net
Teachers will participate in data chats and progress monitoring protocols utilizing ongoing data reports.	Wiggins, Lisa, pr1521@dadeschools.net
Provide professional development opportunities for teachers who need assistance with small group differentiated instruction and/or B.E.S.T. ELA Standards.	Palacios, Sandra, spalacios@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

The School Improvement Plan (SIP) is disseminated in many ways with all stakeholders. Stakeholders are able to access a digital copy of the SIP via our school website, <https://www.ameliaearhartelementary.net>. Printed copies of the SIP are also available in the Title I Parent Resource Center. The SIP is shared throughout different opportunities such as, but not limited to, the Opening of School's Title I meeting, EESAC, collaborative planning sessions, Open House, and Class Dojo. Progress of the SIP is discussed in Staff & Faculty Meetings which are held twice a month and EESAC meetings which are held approximately each month.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.
 List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Building and maintaining positive relationships with parents, families, and other community stakeholders are important in fulfilling the school's mission. EESAC, PTA, Title I Parent meetings provide the stakeholders with an opportunity to share and voice their concerns and/or suggestions. Stakeholders are kept abreast of vital school information or updates through different modes of communication systems such as the school's website, ClassDojo, and Twitter. Academic and social events held throughout the school year allow stakeholders to engage in meaningful and culturally appropriate ways that support

their child's academic and social development. Such events are "FAST Parent Night", "Movie Night", "Trunk or Treat", "Fathers in Education", "Hispanic Heritage Parade", and "Chorus Night", to name a few. Amelia Earhart Elementary makes great efforts to ensure that parents are listened to, and have the necessary tools to be active partners in their child's school experience. Parents and other stakeholders are invited and encouraged to participate in surveys that will help guide the decision-making and planning of the students' learning process. Conferences are available in different modes to facilitate parents with information, data, and resources that can support their child's progress. The school's Family Engagement Plan is available at our school's website: <https://www.ameliaearhartelemetary.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)

Opportunities for professional development or trainings are provided to further strengthen the academic programs. The School Leadership Team (SLT) and teachers are able to participate in professional developments that focus on the framework and instructional delivery of the academic programs. Collaborative planning sessions will also serve as opportunities to discuss and share best practices that can be implemented across all curricular academic programs to ensure students are engaged throughout the learning process. Whole/small group instructional lesson plans will be collaboratively developed to ensure adequate pacing of the intentional targeted standards. In conjunction, focus calendars will be developed in the areas of Reading and Math that will be guiding blueprints for teaching, reteaching, and assessing targeted standards to increase student achievement. Intervention, target group support, and tutorial programs will be implemented with fidelity to provide students with remediation or enrichment. The curriculum coach and ELL Liaison model instructional strategies and evidence-based best practices in the classrooms, as well as provide ongoing support to teachers and students. Supplemental research-based resources are chosen based upon similarities across grade levels and identified subgroup learning needs so that remediation and scaffold is consistent from one grade level to the next, thus ensuring student achievement. These school plans will support maximizing instructional time and address the diverse learning needs of our students.

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))

Title I funds are used to provide tutoring and intervention for all students identified as Tier 2 or Tier 3; making learning accessible and equitable. The tutoring and intervention provides students with strategies and additional support in the areas of reading, math, and science. Student progress is monitored through various data points which include biweekly reading assessments, iReady diagnostics, and FAST Progress Monitoring. The services integrated enhance the educational program by closing achievement gaps and increasing student proficiency across all areas of curriculum.

Optional Component(s) of the Schoolwide Program Plan

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

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

Counseling services are available to all students. The counselor provides classroom presentations which focus on preventative skills in the areas of behavior, academic, and social-emotional learning. Students are able to have collaborative discussions on various topics during these classroom presentations. The

guidance counselor also provides small group and individual counseling at the request of the teacher, parent, or administration throughout the school year. In addition, a Mental Health Coordinator works collaboratively with the school counselor on strategies that improve students' skills outside the academic subject areas.

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))

Amelia Earhart Elementary prepares students for workplace competencies by incorporating school events and activities that introduces them to real-world experiences. The engagement and coordination of teachers, guidance counselor, administrators, faculty, parents, and community members allow to better prepare students for the complex and ever-changing world of work. The SLT and teachers strengthen social and emotional competencies that include cooperation, a sense of responsibility, empathy, self-control, and assertiveness with academic abilities such as learning strategies and perseverance that can help streamline students' paths towards future long-term employment.

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).

The school implements the Discovery and Elevate intervention program for grades kindergarten thru fifth for students who are identified as Tier 2 and Tier 3. This instructional program addresses the foundational skills of reading. Intervention data reports are monitored to ensure Tier 2 and Tier 3 are making adequate progress towards closing the learning gap. Students that continue demonstrating critical learning deficiencies are identified and all necessary forms, screenings, and questionnaires are compiled and reviewed to initiate MTSS.

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))

Professional development opportunities are available to all teachers, paraprofessionals, and other school personnel throughout the school year and during the summer. The plethora of professional development sessions available support the increasingly complex skills students need to succeed in the 21st century. Through these professional development sessions teachers obtain knowledge and best practices to help develop student competencies such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. Collaborative planning sessions are conducted twice a week to provide teachers with new ways of thinking about pedagogy, materials, standards, assessments, and classroom management. Collaborative lesson planning contributes to teacher retention by helping novice teachers feel more confident and fulfilled in their careers. Novice teachers receive the support and guidance necessary to feel successful, reducing stress and feeling of isolation. Ongoing data and progress monitoring data are discussed and analyzed in School Leadership Team meetings, collaborative planning sessions, and Data Chat sessions. The analyzing of data and effectively using it to make informed decisions leads to the improvement of instruction and student achievement. Providing teachers with structured time within the school day allows for meaningful collaborative data analysis that leads to instructional adjustments and targeted student interventions.

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))

The Voluntary Prekindergarten program provides opportunities to help with the transition to Kindergarten. Parents are able to schedule a tour of the kindergarten classrooms. A kindergarten transition meeting is held before the end of the school year to inform parents of the kindergarten expectations. During this time parents are also able to tour and observe the kindergarten classroom. Before the opening of the kindergarten school year, a Meet & Greet is scheduled so that the parent(s) and student may meet the kindergarten teacher and familiarize themselves with the classroom.

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: Differentiation	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$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.

Yes