

Miami-Dade County Public Schools

Everglades K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Everglades K 8 Center

8375 SW 16TH ST, Miami, FL 33155

<http://evergladesk8.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.

Our mission is to prepare students with the knowledge and skills needed to reach their highest level of academic success, as well as help maximize their physical and social-emotional competence. We will make every effort to identify and secure resources, including competent administrators, highly-qualified teachers, and involved parents to achieve our goals.

Provide the school's vision statement.

It is the vision of Everglades K-8 Center to attend to the needs of each student utilizing research-based comprehensive programs that facilitate the delivery of individualized instruction. This instruction is delivered in an environment that promotes the development of strong character through the appreciation of values, the dignity of duty, the understanding of self-respect, and the commitment to service. Consequently, each student can achieve their highest intellectual potential and become productive members of society.

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
Riera, Deborah	Principal	
Gancedo, Irene	Assistant Principal	
Bustinduy, Irune	Other	Mrs. Pena is in charge of book circulation and use of the Media Center, DSP, LMS, morning announcements as well as classroom duties.
Romay, Fatima	Teacher, K-12	
Lugo, Rita	School Counselor	Ms. Lugo is in charge of 6-8 attendance, behavior, mental health and transition to high school. Additionally, she works with Ms. Cruz (our elementary counselor) on many Student Services initiatives.
Cruz, Vilmaris	School Counselor	Ms. Cruz is in charge of Prek - 5th grade attendance, behavior, mental health and transition to middle school. Additionally, she works with Ms. Lugo (our middle school counselor) on many Student Services initiatives.
Coego, Silvia	Behavior Specialist	Ms. Coegos duties include assisting with behaviors in the classrooms, ensuring FBA, SE-BIP and IEP's are being followed.

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.

Continuous and consistent communication with all stakeholders is ensured throughout the school year using a variety of methods. Monthly calendars are sent out to all staff, students and parents. The use of social media platforms as well as our school website is used to inform of all upcoming events such as PTSA events, testing dates and EESAC meeting dates in addition to other information. Administration and staff members use faculty meetings, EESAC meetings, grade level meeting, email, and daily morning announcements to keep all stakeholders up to date.

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))

SIP is regularly shared with stakeholders during EESAC meetings, as well as faculty meetings. SIP is reviewed and monitored with the leadership team quarterly and continuously to ensure we are adequately meeting our goals or adjusting as needed.

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)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A

	2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	19	15	7	7	5	7	15	16	9	100	
One or more suspensions	0	0	0	0	0	0	1	0	0	1	
Course failure in English Language Arts (ELA)	0	4	6	8	3	2	7	5	0	35	
Course failure in Math	0	2	4	8	1	10	8	6	6	45	
Level 1 on statewide ELA assessment	0	0	0	28	29	27	44	47	27	202	
Level 1 on statewide Math assessment	0	0	0	21	23	43	31	26	18	162	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	17	25	35	32	41	53	65	74	57	399	

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	4	21	16	26	29	28	16	142	

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	8	0	0	0	0	0	8	
Students retained two or more times	0	0	0	0	0	0	0	0	1	1	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	8	8	6	9	6	10	13	10	70
One or more suspensions	0	0	0	0	4	0	0	0	0	10
Course failure in ELA	0	1	7	4	3	2	5	4	1	27
Course failure in Math	0	0	4	2	4	2	13	2	3	30
Level 1 on statewide ELA assessment	0	0	0	7	8	22	27	19	28	111
Level 1 on statewide Math assessment	0	0	0	7	11	22	40	24	24	128
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	8	17	18	37	34	33	46	194
	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	6	9	9	17	32	20	16	110

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	8	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	1	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	8	8	6	9	6	10	13	10	70
One or more suspensions	0	0	0	0	4	0	0	0	0	4
Course failure in ELA	0	1	7	4	3	2	5	4	1	27
Course failure in Math	0	0	4	2	4	2	13	2	3	30
Level 1 on statewide ELA assessment	0	0	0	7	8	22	27	19	28	111
Level 1 on statewide Math assessment	0	0	0	7	11	22	40	24	24	128
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	8	17	18	37	34	33	46	194
	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	6	9	9	17	32	20	16	110

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	8	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	1	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*	56	61	53	62	62	55	63		
ELA Learning Gains				60			58		
ELA Lowest 25th Percentile				51			48		
Math Achievement*	57	63	55	56	51	42	51		
Math Learning Gains				67			35		
Math Lowest 25th Percentile				57			23		
Science Achievement*	44	56	52	52	60	54	46		
Social Studies Achievement*	82	77	68	72	68	59	58		
Middle School Acceleration	84	75	70	83	61	51	65		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	57	62	55	51	75	70	52		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	611
Total Components for the Federal Index	10
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	34	Yes	2	
ELL	45			
AMI				
ASN				
BLK				
HSP	62			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT				
FRL	61			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	1	
ELL	52			
AMI				
ASN				
BLK				
HSP	61			
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	56			57			44	82	84			57
SWD	28			33			23	62			6	36
ELL	36			45			21	68			6	57
AMI												
ASN												
BLK												
HSP	56			57			44	82	84		7	57

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT												
FRL	54			58			40	83	84		7	54

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	62	60	51	56	67	57	52	72	83			51
SWD	38	40	29	38	43	43	26	33				30
ELL	50	58	50	44	61	53	47	58				51
AMI												
ASN												
BLK												
HSP	62	61	51	56	67	56	52	73	82			51
MUL												
PAC												
WHT												
FRL	60	59	51	54	64	55	53	71	88			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
All Students	63	58	48	51	35	23	46	58	65			52
SWD	41	40	33	39	32	26	22	42				29
ELL	60	58	50	44	31	26	30	48	47			52
AMI												
ASN												
BLK												
HSP	63	58	47	52	35	23	46	58	66			52
MUL												
PAC												
WHT												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
FRL	62	57	43	49	34	23	44	60	58			53

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	45%	56%	-11%	54%	-9%
07	2023 - Spring	50%	50%	0%	47%	3%
08	2023 - Spring	54%	51%	3%	47%	7%
04	2023 - Spring	51%	58%	-7%	58%	-7%
06	2023 - Spring	42%	50%	-8%	47%	-5%
03	2023 - Spring	49%	52%	-3%	50%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	50%	58%	-8%	54%	-4%
07	2023 - Spring	60%	48%	12%	48%	12%
03	2023 - Spring	57%	63%	-6%	59%	-2%
04	2023 - Spring	54%	64%	-10%	61%	-7%
08	2023 - Spring	62%	59%	3%	55%	7%
05	2023 - Spring	37%	58%	-21%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	53%	40%	13%	44%	9%
05	2023 - Spring	31%	50%	-19%	51%	-20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	56%	32%	50%	38%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	68%	4%	66%	6%

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.

Our lowest performance was in the area of Science FCAT for the 2022-2023 school year. Students scored 42% in comparison to last year where they scored 53%. Contributing factors were new teachers in 5th grade, lack of grade level content knowledge, and the need for collaborative planning.

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

Our greatest decline from the previous year was in the area of ELA, from (FSA-2022) 63% to (FAST-2023) 48%, a decrease of 15 percentage points. Contributing factors to this decline was lack of grade level content knowledge, delay in intervention implementation, change in test platform and a large ELL population.

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.

Our greatest gap when compared to the state average was in the area of 5th grade (FAST 2023). Our students scored 46% while the state average for 5th grade (FAST 2023) was 54%. Contributing factors was a new teachers in 5th grade, lack of grade level content knowledge, collaborative planning, and intervention implementation delay.

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

Our greatest improvement was in grade 3-8 Math Proficiency (FAST 2023). 54% in comparison to last year's grades 3-8 Math Proficiency (FSA 2022) which was 52%, a 2 percentage point increase. Our school staff used district pacing guides to help planning and instructional implementation, as well as the use of more data driven instruction (iReady, FAST, Topic Assessments, IXL, Reflex).

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

Our greatest area of concern based on our EWS data is staff and student attendance, where more 100 students missed 10 days or more of the school year, greatly impacting learning. Additionally, the large number of students (338) that are showing a substantial reading deficiency.

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

For the upcoming school year (2023-2024), our priorities are to improve both student and staff attendance, provide more support to staff with the implementation of data-driven instruction as well as ensuring intervention is done with fidelity throughout the school year.

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 Intervention**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.

(8/14-9/29) Based on climate survey and a needs assessment survey completed by the staff, intervention was stated to be one of the areas that required improvement. The leadership team will work with staff in order to ensure intervention is being completed with fidelity. Administration will support teachers and staff by ensuring that the time designated for intervention does not get interrupted.

Measurable Outcome:

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

Teachers will use online assessments (3-5), skill checks (teacher assigned, when needed) and on going fluency checks to monitor student growth and provide comparative data via data chats. Teachers will be able to use i-Ready AP1 to guide instruction and gauge growth via the intervention program.

Monitoring:

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

Teachers will have data readily available in their data binder. Data chats will include intervention assessment data, administration will conduct data chats with staff members which will provide information about student outcome and projected growth.

Person responsible for monitoring outcome:

Deborah Riera (driera2@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.)

Teachers will provide formal and informal assessment between skill checks to provide on going mastery checks. Administration will be able to access data via the data binder or when data chats are conducted.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on our EWS 338 students have been identified as having a substantial reading deficiency. Using the intervention program with fidelity, providing meaningful and timely feedback and using the data along with other important assessments to drive instruction, will help to these students to show learning gains and grown in proficiency by the end of the school year (June, 2024)

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.

All intervention materials will be provided to teachers at the beginning of the school year. Ongoing data chats will occur to ensure use with fidelity. Administration will ensure that scheduled intervention time is not interrupted.

Person Responsible: Irene Gancedo (igancedo@dadeschools.net)

By When: During phase 1 implementation period, by September 29th.

#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.

Differentiation was identified as an area of need due to our low SWD subgroup that scored 25% in ELA, 36% in Math and 23% in Science. These students require differentiated instruction in order to ensure student growth.

Measurable Outcome:

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

Teachers will use the embedded time in their daily schedule to ensure that DI is occurring with fidelity. In addition to growth checks, teachers will engage in data chats providing information about the material being used during DI. After AP1, students who showed significant gaps based on their grade level will be placed into DI groups in order to help close the gap by AP2.

Monitoring:

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

When scheduling allowed, teachers have a designated differentiated instructional time embedded into their schedule. Administration will do classroom visits to ensure this time is being utilized correctly. Teachers will show effective planning and fluid groups in their lesson plans as well as in student work folders.

Person responsible for monitoring outcome:

Deborah Riera (driera2@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.)

Topic assessment, baseline results, and benchmark assessments will be used to monitor student growth and outcome. Data will be reviewed and used to drive differentiated instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data driven decision will always ensure student growth and achievement.

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.

All teachers will adhere to the DI time in their schedule. Administration will facilitate and monitor that DI is occurring daily.

Person Responsible: Irene Gancedo (igancedo@dadeschools.net)

By When: Ongoing but will be monitored during each phase of the SIP, therefore implementation will be reviewed by the end of Phase 1, September 29th.

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

(8/14-9/29) The subgroup of Students with Disabilities (SWD) is an area of focus due to the 2023 FAST scores. SWD scored 25% in ELA, 36% in Math and 23% in Science.

Measurable Outcome:

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

Teachers will use iReady AP1, FAST PM1 as well as intervention assessments to provide data about student proficiency and growth. This data will drive instruction and will indicate impact and growth throughout the year.

Monitoring:

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

Teachers will have data chats with students. The school assessment coordinator will provide reports to be sent home to parents when available to discuss and review. Administration will conduct data chats with staff after each administration of iReady and FAST in order to identify areas of strength and weakness.

Person responsible for monitoring outcome:

Irene Gancedo (igancedo@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.)

Teachers will provide data reports to show student outcome and help identify student levels, as well as monitor student growth.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will use the reports and data gathered to drive instruction to ensure student growth, while working along with their IEP set goals for the school year.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will engage in more SWD based professional developments. Data chats will occur after every assessment such as AP1 or FAST PM1.

Person Responsible: Irene Gancedo (igancedo@dadeschools.net)

By When: By end of phase 1, September 29, 2023.

#4. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:

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

Our 2022-2023 data indicated that we had a large number of teachers who were absent for 10 or more days, which causes substantial loss of instructional time and affects student outcomes.

Measurable Outcome:

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

Teacher attendance will be monitored quarterly by the administration. Teachers who maintain 100% attendance each quarter will get an administrative "shot out" and incentive.

Monitoring:

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

Monitoring teacher attendance is key to student success. Teachers with excessive absences will meet with administration in order to address the issue and improve attendance on an individual basis.

Person responsible for monitoring outcome:

Luz Martinez (luzmartinez@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.)

Power Bi attendance reports will be used to monitor teacher attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teacher attendance is key to student success.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers who have met the criteria for a school wide "shot out" and incentive will be addressed quarterly throughout the school year.

Person Responsible: Irene Gancedo (igancedo@dadeschools.net)

By When: Ongoing but reviewed during each phase of the SIP, therefore this step will be reviewed by September 29, 2023.

CSI, TSI and ATSI Resource Review

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

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

In grades K-2nd no grade level has 50% or more students below the 40th percentile, however all grade level has less that 50% of students working below he 40th percentile; K - 31%, 1st - 18% and 2nd - 46%.

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

In grades 3rd - 5th, 2 grade levels have 50% or more students below the 40th percentile. 3rd grade has 51% and 5th grade has 52% of student working below Level 3. 4th grade does not meet criteria but does have 38% of students working below Level 3.

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

For grades K-2nd, our grade level focus will be 2nd grade due to the high number of students working below the 40 percentile. 15% of our current 3rd grade students will score at a Level 3 or above on the FAST AP3 assessment.

Grades 3-5 Measurable Outcomes

For grades 3rd - 5th our grade level focus will be 3rd and 5th grade due to the high number of students working below the 40 percentile. 15% of our current 4th and current 6th grade students will score at a Level 3 or above on the FAST AP3 assessment.

Monitoring

Monitoring

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

Desired outcomes will be monitored using classroom data chats, the implementation of intervention and differentiated instruction with fidelity. Additionally, our School Assessment Coordinator will provide teachers with pertinent reports after all iReady administrations as well as FAST administrations.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Gancedo, Irene, igancedo@dadeschools.net

Evidence-based Practices/Programs

Description:

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

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

The evidence-based practice being implemented will be the use of anchor charts. Anchor charts provide students a visual aid directly related to the strategy/skill being taught. Teachers can build upon previously used charts to review as well as access prior knowledge.

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?

25% of our teachers currently use anchor charts in their daily instruction, therefore further incorporation into all classrooms will be beneficial to 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
Teachers who currently implement anchor charts as part of their regular lesson planning, will conduct modeling for effective use of anchor charts during classroom instruction.	Lengomin, David, dlengomin@dadeschools.net
In house professional developments will be provided to allow for a "make and take" anchor chart creation sessions.	Gancedo, Irene, igancedo@dadeschools.net
Administration will conduct classroom walkthroughs, to ensure that after attending "make and take" professional developments and teacher modeling, anchor charts are being used effectively in the classroom.	Riera, Deborah, driera2@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.

Information will be disseminated to all stakeholders with the use of the school website, various social media platforms, Schoology, faculty meetings, EESAC meetings, district email, monthly calendar and school wide announcements.

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 administration and school leadership team will conduct an opening of school parent meeting, prior to the 1st day of school. Parents are invited to attend "Drop In Day" on Wednesday, August 16th to meet their 2023-2024 classroom teacher, as well as special area teachers. Additionally, PTSA will host a variety of events for parents to volunteer as well as activities for student engagement. Teachers will provide students with data chats and assessment reports to keep both students and parents informed of student progress and performance throughout the year. Our school counselors will conduct classroom visits, and take the lead on a variety of anti bullying campaigns throughout the year such as, "Start with Hello Week", love and kindness day, suicide prevention day among other.

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)

In order to strengthen the academic programs throughout the school year teachers will be provided with collaborative planning time embedded into their schedule, as well as a designated block for differentiation. Additionally, our middle school course selection has been revamped providing more electives for students with a variety of interests.

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))

EESAC allows the opportunity for all stakeholders to attend meetings and provide input. We use a variety of school wide informational options to ensure that all stakeholders needs are met. Our website is ADA compliant, we provide all documentation in multiple languages, if teachers need assistance with translating in order to communicate with parents or student, support is provided.

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))

Our counselors conduct classroom visits as well as lead many anti bullying campaigns throughout the year at all grade levels. Additionally, they lead "Do the Right Thing" and "Values Matter" campaigns aimed to raise student morale. Our middle school student complete their District mental health requirement under the supervision of the middle school counselor as well as a teacher in order to address and feelings or questions that may arise.

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).

Our ESE program specialist creates and monitors the SE-BiP as well as provide clear and direct expectations for the 2023-2024 school year.

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))

Our staff was provided with a Data Analysis professional development in order to ensure all staff members were familiar with Power Bi, could analyze data for incoming students, to identify students with the greatest need right away. Our ESE program specialist has already conducted a professional learning session to help teachers navigate ACCELIFY as well as provide clear and direct expectations for the 2023-2024 school year. We will continue to provide in house professional developments geared towards SWD and both intervention and differentiated instructional practices.

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))

Our school provides a full day LEAP program. This program is a co-modeled program for 3 and 4 year old students in order to provide early intervention for those students with disabilities as well as provide growth opportunity to all students. Student may be in this program for 2 years before transitioning to the correct VPK setting at our school site.

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

Budget Approval

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

Yes