

Miami-Dade County Public Schools

# David Fairchild Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# David Fairchild Elementary School

5757 SW 45TH ST, Miami, FL 33155

<http://davidfairchild.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.**

The David Fairchild Elementary staff, parents and community will nurture each child's academic, social, physical and emotional growth in a safe environment that supports the development of lifelong learners and citizens who are prepared to be productive in a multicultural, technological enhanced world.

**Provide the school's vision statement.**

Every child will learn and become an active contributing member of the school and 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
Amengual, Lucy	Principal	<p>The Principal, Ms. Lucy Amengual and Assistant Principal, Ms. Veronica Recio share roles and responsibilities of serving as the LEA and monitoring ongoing data. They conduct classroom walk throughs, monitor interventions and Exceptional Student Education. They attend grade level meetings and conduct data chats with the teachers regularly.</p>
	Assistant Principal	<p>The Principal, Ms. Lucy Amengual and Assistant Principal, Ms. Veronica Recio share roles and responsibilities of serving as the LEA and monitoring ongoing data. They conduct classroom walk throughs, monitor interventions and Exceptional Student Education. They attend grade level meetings and conduct data chats with the teachers regularly.</p>
Curbelo, Nancy	Teacher, K-12	<p>Ms. Nancy Curbelo is a classroom teacher who also serves as the Professional Development Liaison. She attends meetings and workshops and shares the information with the staff during grade level meetings, faculty meetings or scheduled professional developments.</p>
Cohen, Jennifer	Teacher, K-12	<p>Ms. Jennifer Cohen is a classroom teacher who also serves on the PLST. She attends meetings and workshops and shares the information with the staff during grade level meetings, faculty meetings or scheduled professional developments.</p>
Dammert-Sosa, Denise	Teacher, K-12	<p>Ms. Denise Dammert-Sosa is a classroom teacher who also serves on the PLST. She attends meetings and workshops and shares the information with the staff during grade level meetings, faculty meetings or scheduled professional developments.</p>
Thompson, Alicia	Teacher, K-12	<p>Ms. Alicia Thompson is a classroom teacher who also serves on the PLST. She attends meetings and workshops and shares the information with</p>

Name	Position Title	Job Duties and Responsibilities
		the staff during grade level meetings, faculty meetings or scheduled professional developments.

**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.

Involving stakeholders in the School Improvement Plan (SIP) development process is crucial for a comprehensive approach. The school leadership team should will gather input from teachers, school staff, parents, students, families, and community leaders. This can will done through surveys, meetings, workshops, and EESAC meetings. The valuable input provided by all stakeholders will be carefully considered and used to shape the goals, strategies, and action steps outlined in the SIP, ensuring a collaborative and inclusive approach to school improvement.

**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 regularly monitored to ensure effective implementation and measure its impact on student achievement, especially for those with the greatest achievement gap. This will be accomplished through various methods including classroom walk-throughs, monitoring student progress, analyzing data, and engaging in conversations with students, teachers, staff, and parents. Data will be quarterly throughout the school year. Based on the findings from these monitoring activities, the school will revise the plan as necessary to ensure continuous improvement and alignment with the state's academic standards. This process will involve incorporating feedback from all stakeholders and making adjustments to strategies and action steps to maximize student success.

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	80%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	42%
<b>Charter School</b>	No
<b>RAISE School</b>	No



<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	18	7	3	6	7	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	1	1	2	0	0	0	0	5
Course failure in Math	0	0	0	0	1	3	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	0	8	7	0	0	0	15
Level 1 on statewide Math assessment	0	0	0	0	7	5	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	6	12	11	11	12	0	0	0	53

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	1	0	0	5	3	0	0	0	9

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	1	1	0	0	0	0	0	0	0	2
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					1	0	0	0	1	1	0	0	0	3
One or more suspensions					0	0	0	0	0	0	0	0	0	
Course failure in ELA					0	1	3	3	4	1	0	0	0	12
Course failure in Math					0	0	2	3	2	2	0	0	0	9
Level 1 on statewide ELA assessment					0	0	0	1	8	8	0	0	0	17
Level 1 on statewide Math assessment					0	0	0	1	13	6	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.					0	1	3	5	11	10	0	0	0	30

**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	2	1	8	5	0	0	0	17

**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	2	1	0	0	0	0	0	4
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	1	0	0	0	1	1	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	1	3	3	4	1	0	0	0	12
Course failure in Math	0	0	2	3	2	2	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	1	8	8	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	1	13	6	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	3	5	11	10	0	0	0	30

**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	2	1	8	5	0	0	0	17

**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	2	1	0	0	0	0	0	4
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*	74	60	53	79	62	56	78		
ELA Learning Gains				76			53		
ELA Lowest 25th Percentile				58			38		
Math Achievement*	78	66	59	76	58	50	66		
Math Learning Gains				68			41		
Math Lowest 25th Percentile				74			22		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	64	58	54	66	64	59	55		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	44	63	59	71			62		

\* 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	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	568
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	36	Yes	1	
ELL	64			
AMI				
ASN				
BLK	35	Yes	1	
HSP	68			
MUL				
PAC				
WHT	93			
FRL	49			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	52			
ELL	65			
AMI				
ASN				
BLK	55			
HSP	71			
MUL				
PAC				
WHT	82			
FRL	67			

**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	74			78			64					44
SWD	35			41			25				5	46
ELL	68			74							4	44
AMI												
ASN												
BLK	30			40							2	
HSP	74			80			63				5	45
MUL												
PAC												
WHT	91			88			91				4	
FRL	59			64			29				5	33

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	79	76	58	76	68	74	66					71
SWD	44	52	40	47	73	64	31					67
ELL	73	68		68	68		40					71
AMI												
ASN												
BLK	64			45								
HSP	78	75	54	76	69	81	64					70
MUL												
PAC												
WHT	89	84		83	68		85					
FRL	70	69	53	67	64	75	58					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	78	53	38	66	41	22	55					62
SWD	42	32	40	38	23	7	15					
ELL	71	46		56	38		38					62

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	55			40								
HSP	78	53	43	65	37	22	53					62
MUL												
PAC												
WHT	87	55		78	55		68					
FRL	66	28	31	51	19	18	33					68

**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	74%	56%	18%	54%	20%
04	2023 - Spring	77%	58%	19%	58%	19%
03	2023 - Spring	76%	52%	24%	50%	26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	76%	63%	13%	59%	17%
04	2023 - Spring	83%	64%	19%	61%	22%
05	2023 - Spring	74%	58%	16%	55%	19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	60%	50%	10%	51%	9%

### III. Planning for Improvement

#### Data Analysis/Reflection

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

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

Overall proficiency in science is our lowest data performance. Contributing factors to this year's lower performance may be an increased emphasis on the FL Fast and computer based testing which led to a lack of student engagement in hands on activities in science. When looking at subgroup data, ELL students showed lower proficiency than other subgroups. In ELA they were 32% proficient and in Mathematics They were 42% proficient. When looking at such group data, SWD students showed 42% proficient in ELA and 47% proficient in mathematics.

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

Overall proficiency in science is our lowest data performance. It showed a six percentage point decline from last year. Lack of student engagement and hands on activities could be a contributing factor to the low performance.

**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 ELA proficiency was 75%, our math proficiency was 78%, and our science proficiency was 60%. All are above the state average of ELA 50%, math 56%, and science 51%. Science is the area where we showed closer to state average proficiency rates.

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

When comparing our proficiency rates from 2022 ELA is down 4%, math is up 2% and science is down 6%. Math is early on which we showed the greatest amount of improvement. Actions that our school took to improve this area an increased emphasis on DI during the mathematics block.

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

Student attendance is an area of concern. In the 2022-2023 school year, 16% of our students had fifteen or more absences and 36% of our students had ten or more absences.

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

1. Increase science proficiency back to 66%.
2. Increase Math proficiency in ELL and SWD subgroups.
3. Increase ELA proficiency in ELL and SWD subgroups.
4. Decrease the the number of students with 10 or more absences.
5. Increase ELA proficiency back to 79%.



**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 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.

According to the Statewide Science Assessment data for 2022-2023, 60% of our students were proficient in Science. Compared to the 2021-2022 data of 68% this showed an 8% decrease in proficiency. Based on the data and the identified contributing factors of lack of hands on learning in science during virtual instruction, we will implement the use of interactive journals.

**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 science journals, 65 percent of the 5th students will achieve proficiency as measured by the 2024 Statewide Science Assessment by May 2024.

**Monitoring:**

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

The Leadership Team will conduct data chats, and follow-up with regular walkthroughs to monitor the implementation of interactive journals. Administrators will review lesson plans for indications of planning for the use of interactive journals and attend weekly grade-level meetings. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth in science standards.

**Person responsible for monitoring outcome:**

Lucy Amengual (pr1761@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.)

Interactive Notebooks was selected in order to give students the opportunity to synthesize their thoughts, think critically and great a meaningful resource for learning. The use of this strategy will increase the mastery of science standards across all grade levels ensuring that students reach 5th grade with the necessary pre-requisite skills.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Interactive Notebooks teach students to organize their notes/learning and synthesize their thoughts. These notebooks can be developed and utilized in all content areas. Additionally, the students can take these meaningful resources home for home learning and study guide support.

**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.

August 15, 2023 - Teachers will participate in a professional development on how to create student interactive journals. As a result, teachers will have a model for implementing interactive notebooks in their classrooms.

**Person Responsible:** Lucy Amengual (pr1761@dadeschools.net)

**By When:** August 15, 2023

August 14, 2023 - September 29, 2023 - Teachers will participate in weekly collaborative, grade level planning meetings in order to plan lessons for weekly meaningful science activities using interactive notebooks. As a result, teachers will implement the use of interactive notebooks in their classrooms.

**Person Responsible:** Lucy Amengual (pr1761@dadeschools.net)

**By When:** August 14, 2023 - September 29, 2023

August 14, 2023 - September 29, 2023 - Administration will conduct classroom walk throughs during science lessons. As a result, administration will provide feedback and have constructive conversations with teachers regarding the implementation of interactive notebooks.

**Person Responsible:** Lucy Amengual (pr1761@dadeschools.net)

**By When:** August 14, 2023 - September 29, 2023

**#2. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

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

According to the 2022-2023 FAST PM3 data, 42% of ELL students were proficient in math as compared to the state average of 66%. Based on the data and identified factors of ELL student proficiency. Student readiness and fluency levels limit the ability to meet grade level expectations. We will implement Differentiated Instruction.

**Measurable Outcome:**

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

With the implementation of differentiated instruction in math, the percent of the ELL students achieving proficiency will increase by 8 percentage points from 42% to 50% as measured by the 2024 Math FAST PM3 by May 2024.

**Monitoring:**

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

The Leadership Team will conduct data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indications of differentiation and attend weekly grade-level meetings. Data analysis of formative assessments of ELL students will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on targeted standards.

**Person responsible for monitoring outcome:**

Lucy Amengual (pr1761@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.)

Differentiation Instruction was selected to continue to make progress in the learning gains made by our ELL subgroup which will move them towards proficiency. Teachers will create their small groups based on Data Chat information. They will use their student data to monitor their student progress to make instructional decisions regarding small groups and differentiated instruction. Data-driven planning for Differentiated Instruction will ensure teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

**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.

September 6, 2023 - Teachers will receive professional development focusing on the use of Schoology online assessments and how to access data from these assessments to plan for instruction during DI. As a result, teachers will utilize the data to develop lessons plans that reflect differentiation that is specific to student need.

**Person Responsible:** Lucy Amengual (pr1761@dadeschools.net)

**By When:** September 6, 2023

August 14, 2023 - September 29, 2023 - Teachers will develop lesson plans that are inclusive of DI Instruction and incorporate the use of manipulatives during DI. As a result, teachers will have a DI schedule, student groups, appropriate resources, and lesson plans that reflect differentiated instruction.

**Person Responsible:** Lucy Amengual (pr1761@dadeschools.net)

**By When:** August 14, 2023 - September 29, 2023

August 14, 2023 - September 29, 2023 - Administration will conduct classroom walk throughs during math to monitor that differentiated instruction is taking place. As a result, administration will provide feedback and have constructive conversations with teachers regarding the implementation of differentiated instruction.

**Person Responsible:** Lucy Amengual (pr1761@dadeschools.net)

**By When:** August 14, 2023 - September 29, 2023

### #3. Positive Culture and Environment specifically relating to Early Warning System

#### Area of Focus Description and Rationale:

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

According to the 2022-2023 Attendance Data student attendance was at 94.7%. Compared to the 2021-2022 Attendance data at 94.73%, this is a small decrease of 0.03% indicating that are attendance data remains stagnant. Based on the data and the identified contributing factors of students with 10 or more absences, we will implement attendance initiatives.

#### Measurable Outcome:

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

With the implementation of attendance initiatives, the student attendance rate will increase from 94.7% to 96% by June 5, 2024.

#### Monitoring:

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

The Leadership Team will conduct data chats and monitor student attendance. The Attendance Review Committee will conduct ARC meetings and follow-up with parents in regards to students attendance. Attendance data will be analyzed during Leadership Team meetings to ensure student attendance rates are increasing.

#### Person responsible for monitoring outcome:

Lucy Amengual (pr1761@dadeschools.net)

#### Evidence-based Intervention:

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

The Leadership selected Strategic Attendance Initiatives because it involves close monitoring and reporting of student absences, calls to parents, and incentives for students with perfect attendance.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

#### 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.

August 14, 2023 - September 29, 2023 - Teachers will monitor daily student attendance and contact parents of students that are absent 3 consecutive days and document in the student case management system. The outcome will be that student attendance increases.

**Person Responsible:** Alicia Thompson (aliciamaria@dadeschools.net)

**By When:** August 14, 2023 - September 29, 2023

September 29, 2023 - Students who achieve perfect attendance during the first grading period will be recognized during Honor Roll Assembly and will receive a perfect attendance certificate. The outcome will be that student attendance increases.

**Person Responsible:** Lucy Amengual (pr1761@dadeschools.net)

**By When:** September 29, 2023

August 14, 2023 - September 29, 2023 - A school-wide attendance incentive initiative will be implemented during the first nine-weeks, the homeroom for each grade level with the highest attendance rate will receive a class reward. The outcome will be that student attendance increases.

**Person Responsible:** Lucy Amengual (pr1761@dadeschools.net)

**By When:** August 14, 2023 - September 29, 2023

#### #4. Positive Culture and Environment specifically relating to Other

##### Area of Focus Description and Rationale:

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

According to the school climate survey for 2022-2023 student's agreeing with the statement "The overall climate or feeling at my school is positive and helps me learn" was at 81% a 7.86% decrease when compared to the school climate survey from 2021-2022. Based on the data and the identified contributing factors of the effects of virtual learning and increased inattentiveness, we will implement mindfulness.

##### Measurable Outcome:

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

With the implementation of Mindfulness activities, 90% of the students will select agree or strongly agree to the statement "the overall climate or feeling at my school is positive and helps me learn" as measured by the 2024 School Climate Survey by June 2024.

##### Monitoring:

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

The Leadership Team will provide professional development on mindfulness and follow-up with regular walkthroughs to monitor the implementation of mindfulness in classrooms.

##### Person responsible for monitoring outcome:

Lucy Amengual (pr1761@dadeschools.net)

##### Evidence-based Intervention:

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

The Leadership selected Mindfulness because it is a strategy that benefits students' well-being, ability to focus and academic performance. These activities help reduce stress and anxiety for students and staff. Mindfulness strategies will be incorporated in classrooms on a weekly basis with several school-wide activities throughout the year.

##### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mindfulness is the practice of being in a state of active and open attention in the present. Research suggests that in an educational setting, practicing Mindfulness can benefit students' well-being, social skills, ability to focus, and academic performance. Mindfulness may also reduce stress and burnout for teachers and administrators. The key element to successful Mindfulness practices is to incorporate consistent times for practice throughout the school week, as little as 10-15 minutes at a time can be beneficial.

##### 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.



August 15, 2023 - Teachers will participate in a professional development on Brain Power Wellness. As a result, teachers will have a activities that promote mindfulness to incorporate into their classroom lessons on a weekly basis.

**Person Responsible:** Lucy Amengual (pr1761@dadeschools.net)

**By When:** August 15, 2023

August 14, 2023 - September 29, 2023 - Administration will conduct classroom walk throughs throughout the school day to observe the use of Brain Power Wellness activities. As a result, administration will provide feedback to teachers and monitor the implementation of the Brain Power Wellness activities.

**Person Responsible:** Lucy Amengual (pr1761@dadeschools.net)

**By When:** August 14, 2023 - September 29, 2023

August 14, 2023 - September 29, 2023 - Administration will include the use of Brain Power Wellness activities during faculty meetings. As a result, teachers will have a model of how to implement these activities and will benefit from the mindfulness activities as they can reduce stress.

**Person Responsible:** [no one identified]

**By When:** August 14, 2023 - 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).

N/A