

Miami-Dade County Public Schools

# Fairlawn Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

---

**Table of Contents**

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>16</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>0</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>27</b>
<b>VI. Title I Requirements</b>	<b>31</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

## Fairlawn Elementary School

444 SW 60TH AVE, Miami, FL 33144

<http://fairlawn.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.**

Fairlawn Elementary Community School will accomplish the goals set forth in our vision statement by increasing collaboration amongst our staff. We will provide a world-class education by utilizing various means of communication to build a positive school culture where all stakeholders work together to ensure that all students become lifelong learners.

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

Fairlawn Elementary Community School will focus on shaping the future by providing every student the opportunity to participate in a nurturing environment that will inspire students to achieve excellence in rigorous academics.

### 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
Jordan, ReAndra	Principal	Supervises entire school operations, revises school procedures, monitors student achievement, and encourages community and all related stakeholders involvement. Supervises the implementation of the curriculum. Makes sure the school is safe and promotes a positive learning environment. Communicates with teachers regarding school policies and initiatives. Hires and evaluate staff.
Li-Morell, Daisy	Assistant Principal	Works along with the principal to deal with school management issues. Coordinates school wide testing. Makes sure that school guidelines are being followed. Collaborates with teachers and staff to help promote an engaging, positive learning environment.
Batista, Maria	Reading Coach	Oversees the reading program at Fairlawn Elementary. Collaborates with teachers and administrators to set goals and solve problems. Help teachers with reading assessments and to provide students with the proper intervention placement.
Bermudez, Diana	Teacher, K-12	Ms. Bermudez is a fifth grade teacher of the gifted. She helps the school administration with any new initiatives that are implemented in the building by being a voice for the teachers.
Merida-Morales, Cristina	Teacher, PreK	Ms. Morales Serves as the Science Liaison for the school.

### 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.

Clear and effective communication is crucial. Stakeholders are informed about the SIP development process, its goals, and the role they can play in shaping it.

Input Collection: Different methods will be employed to gather input from stakeholders like Surveys, focus groups, and meetings. These methods allow stakeholders to share their insights, concerns, and ideas.

Incorporation into SIP: The identified themes and suggestions are incorporated into the SIP development process. The input helps in setting specific goals, strategies, and action plans that reflect the needs and aspirations of the stakeholders.

Feedback Loop: Stakeholders are given the opportunity to review and provide feedback on the draft SIP. This ensures that their input has been accurately captured and integrated.

In conclusion, involving a diverse range of stakeholders in the School Improvement Plan (SIP)

development process is a collaborative and inclusive approach. Their input ensures that the plan addresses various needs and concerns, resulting in a more holistic and impactful educational strategy.

### **SIP Monitoring**

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

To ensure the effective implementation and impact of the School Improvement Plan (SIP) on enhancing student achievement, especially for those facing significant achievement gaps, a comprehensive monitoring process will be established. This process will involve continuous evaluation, data analysis, and targeted interventions. Regular assessment of the following elements will be key:

**Data Collection and Analysis:** Ongoing collection of student performance data, including standardized test scores, classroom assessments, and other relevant metrics. This data will be analyzed to identify trends, areas of improvement, and specific student groups facing achievement gaps.

**Goal Progress Tracking:** Regularly measuring the progress of the SIP's defined goals and objectives. This includes tracking improvements in student achievement, attendance rates, and other relevant indicators.

**Equity and Achievement Gap Analysis:** A specific focus on analyzing data to identify disparities in achievement among different student subgroups. This will allow for targeted strategies to address these gaps effectively.

**Stakeholder Feedback:** Gathering feedback from teachers, parents, students, and community members regarding the SIP's implementation and its impact. This will provide valuable insights into the practical effectiveness of the strategies.

**Professional Development Evaluation:** Assessing the impact of professional development programs on teacher effectiveness and instructional quality, which ultimately influences student outcomes.

**Resource Allocation Review:** Ensuring that the allocated resources, such as instructional materials, technology, and support services, are being used optimally to support the SIP's objectives.

**Adjustments and Interventions:** Based on the data analysis and stakeholder feedback, making necessary adjustments to the SIP. Introducing targeted interventions to address specific challenges faced by students with achievement gaps.

**Regular Reporting and Communication:** Providing periodic updates to all stakeholders, including school boards, parents, and the broader community, about the progress and impact of the SIP.

By establishing a systematic and thorough monitoring process, the school can proactively address challenges and make informed decisions to enhance the SIP's effectiveness in bridging achievement gaps and raising overall student achievement levels.

### **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>	Yes
<b>2022-23 Minority Rate</b>	99%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	96%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<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) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 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	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	

**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	0	0	0	0	0	0	
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	3	10	6	5	1	3	0	0	0	28	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	1	3	6	1	0	0	0	12	
Course failure in Math	0	1	0	3	1	4	0	0	0	9	
Level 1 on statewide ELA assessment	0	0	0	0	0	3	0	0	0	3	
Level 1 on statewide Math assessment	0	0	0	0	0	7	0	0	0	7	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	17	34	50	32	25	0	0	0	158	

**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	0	1	1	0	0	0	0	3

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

### 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	3	10	6	5	1	3	0	0	0	28	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	1	3	6	1	0	0	0	12	
Course failure in Math	0	1	0	3	1	4	0	0	0	9	
Level 1 on statewide ELA assessment	0	0	0	0	0	3	0	0	0	3	
Level 1 on statewide Math assessment	0	0	0	0	0	7	0	0	0	7	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	17	34	50	32	25	0	0	0	158	

**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	0	1	1	0	0	0	0	3

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

## 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*	50	60	53	58	62	56	56		
ELA Learning Gains				69			43		
ELA Lowest 25th Percentile				59			25		
Math Achievement*	60	66	59	53	58	50	46		
Math Learning Gains				57			26		
Math Lowest 25th Percentile				39			13		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	65	58	54	41	64	59	44		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	73	63	59	66			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)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	301
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	8
Percent Tested	99
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	34	Yes	2	
ELL	56			
AMI				
ASN				
BLK				
HSP	60			
MUL				
PAC				
WHT				
FRL	59			

<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	31	Yes	1	1
ELL	54			
AMI				
ASN				
BLK				
HSP	55			
MUL				
PAC				
WHT				
FRL	56			

**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	50			60			65					73
SWD	15			26			40				5	71
ELL	46			55			60				5	73
AMI												
ASN												
BLK												
HSP	49			59			66				5	73
MUL												
PAC												
WHT												
FRL	47			60			62				5	76

## 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	58	69	59	53	57	39	41					66
SWD	20	43	50	13	26	23	11					65
ELL	55	70	59	50	57	41	35					66
AMI												
ASN												
BLK												
HSP	58	69	59	53	57	39	41					66
MUL												
PAC												
WHT												
FRL	57	69	64	52	58	42	38					66

## 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	56	43	25	46	26	13	44					54
SWD	12	0		20	13		0					49
ELL	53	37	21	47	28	13	39					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												
HSP	55	43	25	47	27	13	44					54
MUL												
PAC												
WHT												
FRL	56	41	21	47	25	13	43					54

### 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%
04	2023 - Spring	41%	58%	-17%	58%	-17%
03	2023 - Spring	41%	52%	-11%	50%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	63%	-5%	59%	-1%
04	2023 - Spring	49%	64%	-15%	61%	-12%
05	2023 - Spring	55%	58%	-3%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	50%	7%	51%	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.**

The data shows a decrease in ELA with only 41% of the students in third and fourth grade performing on grade level. That is a significant decrease from previous year. The overall school percentage on ELA was 42%. There were several contributing factors to this decline. Firstly, we have a significant population of English Language Learners (ELL) students and newcomers, which posed challenges to their reading abilities. Additionally, the lowest performing grade levels, namely 3rd and 4th grades, were particularly affected by the 2020 pandemic. These students were in Kindergarten and 1st grade when the pandemic hit, resulting in a significant disruption to their education. They missed out on crucial foundational learning opportunities, with some even experiencing a whole year of school loss. These circumstances have contributed to the lower performance in reading compared to the previous year.

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

The data component that experienced the most significant decline compared to the previous year was the i-Ready last diagnostic results. In terms of overall performance in reading, only 40% of the students this year were categorized as performing at mid, above, or early on grade level, whereas last year it was 53%. Similarly, in math, the percentage of students performing at mid, above, or early on grade level dropped from 56% last year to 40% this year. Several factors contributed to this decline. Firstly, there was a sizable population of English Language Learners (ELL) at level 1, which impacted the overall performance. Additionally, the diagnostic results indicated that 3rd and 4th-grade students performed significantly lower compared to previous years, likely due to the adverse effects of the 2020 pandemic. Furthermore, unlike previous years, the students did not take a third i-Ready diagnostic, which could have provided additional insights into their progress.

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

The data reveals that Fairlawn faced substantial disparities in reading proficiency, specifically in the areas of PM 3 assessment for third and fourth graders, when compared to the statewide average in Florida. The average percentage of third graders performing at grade level for PM 3 in Florida was 50%, whereas Fairlawn's percentage stood at 41%, indicating a noteworthy gap. Similarly, the state reported 58% of fourth graders scoring at grade level for PM 3, while Fairlawn's average was only 41%, once again highlighting a significant disparity.

Several factors contributed to these gaps. Firstly, Fairlawn had a sizable population of English Language Learners (ELL) students, including level 1 newcomers in the fourth grade. These students faced additional challenges in developing their reading skills, which likely affected their performance on the PM 3 assessment.

Furthermore, third and fourth graders were the grade levels most impacted by the 2020 pandemic. These students were in Kindergarten and 1st grade during the pandemic, missing out on crucial foundational learning experiences necessary to become proficient readers. As a result, by the time they reached third and fourth grade, they exhibited numerous deficiencies in their reading abilities, which further contributed to the pronounced gaps observed in Fairlawn's PM 3 scores.

In summary, the notable disparities in reading proficiency between Fairlawn and the Florida average for third and fourth graders on the PM 3 assessment can be attributed to factors such as a substantial



population of ELL students, including level 1 newcomers, as well as the adverse impact of the 2020 pandemic on the foundational reading skills of these students.

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

The data component that demonstrated the greatest improvement was Science, with an increase from 41% last year to 57% this year. To ensure this improvement, our school implemented various measures. We introduced school-wide Science Wednesdays, where dedicated time was allocated for science-related activities. Additionally, we organized Science Night events to engage students and promote their interest in scientific exploration. Furthermore, we established the Saturday Science Academy, providing additional opportunities for students to enhance their understanding and skills in science. To address individual needs, tutoring sessions were offered to students requiring extra support. The school diligently monitored and analyzed the results of quarterly assessments, allowing for timely interventions and adjustments. Lastly, classroom science labs were conducted with utmost adherence to instructional fidelity. These combined efforts contributed to the substantial enhancement in our science scores.

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

One potential area of concern is the decline in reading performance this year, despite achieving a 58% performance rate last year. We have observed a significant drop in reading proficiency. However, it is important to note that our English Language Learner (ELL) population has increased. To address this issue, we are implementing measures to ensure that we provide these students and their families with the necessary resources to succeed in school.

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

1-3rd grade ELA

2-Math

3-Science

Reading is given the highest priority, followed by math, and finally science.

**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 ELA****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.

The Fast PM 3 data for the 22-23 period highlights a concerning decline in English Language Arts (ELA) performance. This year, only 41% of students in third and fourth grades demonstrated proficiency at their respective grade levels. This indicates a substantial drop compared to the previous year's results. The overall school proficiency percentage in ELA also experienced a decrease, now standing at 42%.

**Measurable Outcome:**

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

During the 2023-2024 school year, our goal is to raise the percentage of 4th and 3rd grade students scoring at Level 3 on the FAST PM3 2024 statewide standardized English Language Arts assessment by 15 percentage points.

**Monitoring:**

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

Training for Teachers: Teachers will participate in District training sessions focused on the Reading Horizons intervention program and Reading WONDERS resources and strategies.

Instructional Coach Support: An instructional coach will provide assistance to the teachers responsible for ELA.

Intervention Roster: A roster of students receiving the intervention will be maintained.

Data Chats with Principal: The principal will conduct quarterly meetings with teachers to discuss data related to the intervention's effectiveness.

Fidelity of Implementation: The principal will ensure that the intervention is being implemented correctly and consistently and that ELA effective teaching strategies are being implemented.

Growth Monitoring Assessments: Students receiving the intervention will be assigned regular assessments to monitor their progress.

Communication with Parents: Reports on the students' growth will be shared with their parents or guardians who are part of the intervention program.

**Person responsible for monitoring outcome:**

ReAndra Jordan (pr1801@dadeschools.net)

**Evidence-based Intervention:**

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

The evidence-based intervention being implemented will involve using the district pacing guides for English Language Arts (ELA), the Reading Horizons program for intervention, and the intervention pacing guides provided by the district including using the resources for ELL students. Collaborative Learning/ Structures will be a crucial component of this strategy. Collaborative learning entails teachers working together to share best practices and reflect on each other's teaching methods, ultimately leading to increased student achievement.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

According to the 2023 FAST PM3 English Language Arts assessment, only 41% of third graders and 41% of fourth graders achieved proficiency. Implementing daily interventions tailored to individual student needs is essential because it enables teachers to target specific areas or domains in which students are performing below expectations.

### **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.

A roster of students requiring intervention will be compiled by August 30th, 2023. Subsequently, intervention training will be conducted by September 29th, 2023.

**Person Responsible:** Maria Batista (batista@dadeschools.net)

**By When:** September 29th, 2023.

Starting in September, teachers will participate in District workshops focused on Reading and Language Arts, also known as ICADS. Each grade level will designate a representative to attend these workshops and take on the responsibility of sharing the acquired information with their colleagues during common planning sessions or faculty meetings.

**Person Responsible:** ReAndra Jordan (pr1801@dadeschools.net)

**By When:** September 29, 2023

Support will be available to assist teachers in effectively accessing and utilizing the resources offered within the Wonders Reading Series. Additionally, guidance will be provided on assigning progress monitoring assessments to students online and interpreting the resulting data to inform their instructional strategies.

**Person Responsible:** Maria Batista (batista@dadeschools.net)

**By When:** September 29th, 2023

The reading coach will maintain the practice of sending monthly updates on English Language Arts (ELA) and will remain dedicated to offering coaching and support to our teachers, utilizing the comprehensive resources available in the Wonders program. Furthermore, workshops will be conducted to empower educators with a deep understanding of the exceptional literature resources within the WONDERS reading program, demonstrating effective methods for leveraging these resources to enhance student performance and growth.

**Person Responsible:** ReAndra Jordan (pr1801@dadeschools.net)

**By When:** September 29th, 2023

The reading coach will maintain the practice of sending monthly updates on English Language Arts (ELA) and will remain dedicated to offering coaching and support to our teachers, utilizing the comprehensive resources available in the Wonders program. Furthermore, workshops will be conducted to empower educators with a deep understanding of the exceptional literature resources within the WONDERS reading program, demonstrating effective methods for leveraging these resources to enhance student performance and growth.

**Person Responsible:** Maria Batista (batista@dadeschools.net)

**By When:** September 29th, 2023

**#2. 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.

During the 21-22 school year, Fairlawn Elementary had an overall FCAT Science score of 41%. However, in the 22-23 school year, the overall score improved significantly to 56%. This represents a commendable 15 percentage point increase from the previous year. We want to ensure that we maintain or improve our scores in science.

**Measurable Outcome:**

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

By dissecting the data from the Science Baseline and concentrating on the lowest benchmarks, employing the "check for understanding" as an evidence-based strategy, it is projected that performance in Science for the 2023-2024 school year will improve by 5 percentage points. This improvement will subsequently raise the school's overall percentage to 61%.

**Monitoring:**

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

The monitoring of the area of focus will involve several key steps:

**Teacher Training:** Teachers will be required to attend both District and in-house training sessions specifically focused on science instruction. The principal will ensure staff attendance by verifying attendance using the provided agenda and sign-in sheet.

**Instructional Coaching:** An instructional coach will be available to provide support to teachers who will be delivering science tutoring. This support aims to enhance the quality of science instruction.

**Quarterly Data Chats:** The principal will conduct quarterly data review meetings with teachers. During these meetings, teachers will have the opportunity to discuss their progress and challenges related to science instruction.

**Utilizing Baseline Data:** Data obtained from the initial science baseline assessments will play a crucial role in guiding instruction. This data will be used to identify areas that require improvement and to set instructional priorities.

**Data Analysis Workshops:** Workshops will be organized to help educators effectively analyze data. The focus will be on dissecting the data to create tailored plans for addressing the lowest science benchmarks for each grade level. These plans will serve as a roadmap for guiding instruction and improving student outcomes.

By implementing these monitoring strategies, we aim to ensure that science instruction is continuously improved and aligned with the specific needs of our students at each grade level.

**Person responsible for monitoring outcome:**

ReAndra Jordan (pr1801@dadeschools.net)

**Evidence-based Intervention:**

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

The evidence-based strategy being implemented is "Check for Understanding," which will serve as a pivotal component during science instruction. Utilizing data derived from the Science Baseline, this approach will enable teachers to effectively guide their instruction. By regularly checking for understanding, teachers will be equipped to identify students who may still require additional science intervention. This approach empowers teachers to tailor their instructional plans based on students' specific errors and misconceptions.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for selecting the "Check for Understanding" strategy as a key component during science instruction, particularly using data from the Science Baseline, is multifaceted and based on several pedagogical and practical considerations:

**Data-Driven Decision Making:** The use of data from the Science Baseline provides an empirical foundation for instruction. By analyzing this data, teachers can identify specific areas where students may be struggling or have misconceptions. This data-driven approach allows for targeted and efficient instruction.

**Individualized Instruction:** Every student is unique and may have different strengths and weaknesses in science. "Checking for Understanding" allows teachers to pinpoint where each student needs additional support. This individualization is especially important in science, as it covers a wide range of topics, and students may have varying levels of prior knowledge.

**Immediate Feedback:** Regular checks for understanding provide immediate feedback to both teachers and students. Teachers can adjust their teaching methods on the spot if they notice that a significant portion of the class is struggling with a particular concept. This prevents the reinforcement of misconceptions and ensures that students are on track with the curriculum.

**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.

After the window closes for the science pretest and science baseline assessments on 10/14/23, a list of the lowest benchmarks by grade level will be created using the data obtained from these assessments. Consequently, we will initiate "Science Wednesdays" sessions to review and address the lowest benchmarks, with the aim of improving science scores.

**Person Responsible:** Daisy Li-Morell (daisyli@dadeschools.net)

**By When:** By September 29th, 2023.

Our Math/Science Instructional Coach will diligently work alongside our dedicated teachers. During this time frame, our goal is to offer comprehensive coaching and unwavering support, leveraging the abundant resources available from the Science Department. This includes the implementation of practical science lab modeling.

The ultimate outcome we anticipate is the empowerment of our educators with the essential tools required to elevate their students' science performance.

**Person Responsible:** Diana Bermudez (dbermudez@dadeschools.net)

**By When:** By September 29th, 2023.

The SLT remains committed to the ongoing utilization of data from the science quarterlies to inform and shape instructional strategies. In order to enhance the learning experience for our 5th-grade students, we will introduce the Science Saturday Academy. This program will specifically target the lowest benchmarks and include hands-on science labs that complement classroom instruction. Furthermore, we are excited to conduct a Science Night, which will engage and involve the entire school community.

**Person Responsible:** ReAndra Jordan (pr1801@dadeschools.net)

**By When:** By September 29th, 2023.

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

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

Based on the staff attendance data in Power BI for the 2021-2022 academic year, the following observations were made: 21% of our staff had 5 to 10 absences, while a concerning 61% had more than 10 absences. In comparison, for the 2022-2023 school year, the statistics show a positive shift, with 46% of staff having 5 to 10 absences and 32% with 10 or more absences.

While the improvement in staff attendance for the 22-23 academic year is encouraging, we remain committed to further enhancing staff attendance. We firmly believe that staff attendance is a critical factor in promoting student success, and we are dedicated to continuing our efforts in this regard.

**Measurable Outcome:**

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

We are embarking on an initiative to promote attendance within our institution, aiming to empower our staff through informative meetings and workshops. Our goal is to convey the significant impact attendance has on both the academic and emotional well-being of our students. We aspire to achieve an attendance rate of over 95% from our dedicated staff members each quarter."

**Monitoring:**

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

"We will oversee the execution of our perfect attendance initiatives by regularly reviewing the school attendance reports. Additionally, the school principal will engage in ongoing communication with teachers to identify and address any concerns pertaining to attendance. Furthermore, the principal will offer support and assistance to staff members who may require help in improving attendance."

**Person responsible for monitoring outcome:**

ReAndra Jordan (pr1801@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 proposed evidence-based strategy to be employed is the implementation of Strategic Attendance Initiatives. This initiative encompasses vigilant tracking and comprehensive reporting of staff absenteeism, offering counseling and facilitating referrals to external agencies when necessary, all while providing enticing incentives to reward and motivate staff members who maintain impeccable attendance records.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

According to the staff attendance data displayed on Power BI, it is evident that there is room for enhancement in our school's attendance records.

**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.

During our regular staff meetings, the principal will emphasize the significance of staff attendance. This concerted effort aims to raise staff awareness about the pivotal role attendance plays in shaping our students' comprehensive school experience, encompassing academic excellence and social-emotional development.

**Person Responsible:** ReAndra Jordan (pr1801@dadeschools.net)

**By When:** September 29th, 2023.

We will be rolling out a series of quarterly attendance enhancement initiatives, complete with enticing rewards. Additionally, we're excited to introduce individual perfect attendance incentives on a quarterly basis, commencing with the first quarter. These strategic measures are poised to significantly uplift staff attendance levels.

**Person Responsible:** Daisy Li-Morell (daisyli@dadeschools.net)

**By When:** September 29th, 2023.

Ongoing attendance incentives will be maintained for the staff throughout the entire school year. This approach will serve to boost staff motivation and contribute to increased attendance at school.

**Person Responsible:** ReAndra Jordan (pr1801@dadeschools.net)

**By When:** September 29th, 2023.



**#4. 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.

At Fairlawn Elementary, during the 2021-2022 Florida Standards Assessment (FSA), 20% of students with disabilities achieved proficiency in English Language Arts (ELA), while 13% achieved proficiency in Math.

When it comes to the Science Florida Comprehensive Assessment Test (FCAT), students with disabilities achieved an overall proficiency rate of 11%.

**Measurable Outcome:**

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

By ensuring that all students with disabilities receive appropriately tailored differentiation materials, we aim to address their reading and math challenges effectively. Our goal is to enhance the performance of the subgroup of students with disabilities (SWD) in English Language Arts (ELA) from the current level of 20% to 50% and in Mathematics from 13% to 40%.

**Monitoring:**

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

The school principal will engage in quarterly data discussions with every teacher to assess student progress and verify the implementation of effective instructional strategies. Simultaneously, the Instructional Coach will oversee the placement of students into specialized differentiation programs, informed by their initial PM Fast assessment results and the first i-Ready Diagnostic evaluation.

**Person responsible for monitoring outcome:**

Maria Batista (batista@dadeschools.net)

**Evidence-based Intervention:**

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

We are committed to the implementation of Differentiated Instruction, to achieve this, we will harness the valuable insights derived from FAST PM 1 and i-Ready AP 1 data, enabling us to offer diverse pathways to learning that cater to each individual's requirements.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By implementing differentiated instruction techniques, we aim to address the unique needs of each student, thereby fostering a substantial improvement in the overall performance of the SWD subgroup during the PM 3 administration of the Fast assessment.

**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.

Students will be provided with targeted small-group instruction tailored to their individual needs, drawing insights from the valuable data gathered through the FAST PM 1 and i-Ready AP 1 diagnostic assessments. The implementation of these interventions will be closely monitored by the assistant principal, ensuring a high level of fidelity. This strategic approach aims to guide students with disabilities (SWD) towards achieving proficiency and fostering substantial learning progress.

**Person Responsible:** Daisy Li-Morell (daisyli@dadeschools.net)

**By When:** September 29th, 2023.

Instructional staff will receive comprehensive (D.I) training by September 30th. In addition, we are committed to conducting regular data-driven discussions with our students. These data chats will not only foster accountability for their own learning but also ensure that students are well-informed about areas where they can further develop their skills. Consequently, by instilling this sense of accountability and empowering students to take ownership of their educational journey, we anticipate a significant boost in their classroom performance.

**Person Responsible:** ReAndra Jordan (pr1801@dadeschools.net)

**By When:** September 29th, 2023.

Design and implement a series of D.I. Instructional Days, during which classroom instruction will be meticulously tailored to address the unique needs of each student. This targeted approach will not only cater to the diverse learning styles and abilities within the classroom but also foster an environment where every student can thrive. The intended outcome is a marked improvement in the academic performance of the SWD subgroup, reflecting the effectiveness of our differentiated instructional strategies.

**Person Responsible:** Daisy Li-Morell (daisyli@dadeschools.net)

**By When:** September 29th, 2023.

**#5. -- Select below -- specifically relating to****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.

**Measurable Outcome:**

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

**Monitoring:**

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

**Person responsible for monitoring outcome:**

[no one identified]

**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.)

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

**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.

*No action steps were entered for this area of focus*

## 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 results of the 2023 FAST PM3 Star English Language Arts assessment, only 27% of students in Kindergarten through 2nd grade demonstrated proficiency

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

According to the 2023 FAST PM3 English Language Arts assessment, 41% of third graders, 41% of fourth graders, and 45% of fifth graders have demonstrated proficiency. These results underscore the importance of addressing reading proficiency as it has experienced a notable decline across the grade levels in our school building.

### 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

During the 2023-2024 academic year, our objective is to elevate the median percentile score of Kindergarten through 2nd-grade students on the FAST Star PM3 assessment to a minimum of 50%.

#### Grades 3-5 Measurable Outcomes

During the 2023-2024 school year, our objective is to enhance the performance of 3rd through 5th-grade students in the FAST standardized English Language Arts assessment. Our target is to increase the percentage of students scoring at Level 3 by an ambitious 15 percentage points.

### 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.

**Teacher Professional Development:** Teachers will actively participate in District training sessions dedicated to enhancing their expertise in English Language Arts (ELA).

**Guidance from Instructional Coaches:** Our dedicated instructional coach will provide invaluable support to ELA teachers, ensuring they are well-equipped to deliver effective instruction.

**Personalized Coaching Cycles:** Teachers in need of additional support will receive individualized coaching cycles from our instructional coach.

**Regular Data Discussions:** The school principal will conduct quarterly data discussions with teachers to collaboratively assess progress and make informed instructional decisions.

**Fidelity of Implementation:** The principal will oversee the faithful implementation of effective ELA strategies to guarantee their success.

**Student Progress Tracking:** Students receiving intervention will be assigned growth monitoring assessments to track their academic progress.

**Transparent Communication:** Parents of students receiving intervention will receive regular growth monitoring reports to keep them informed about their child's development.

**Informed Instructional Guidance:** Data obtained from the Wonders Reading program's class Performance Monitoring assessments will serve as a guiding compass for tailoring instruction effectively.

This refined approach ensures a comprehensive and coordinated effort to monitor and enhance the ELA educational experience for our students.

### **Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Jordan, Reandra, [rjordan@dadeschools.net](mailto:rjordan@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?

Evidence-based programs will be employed in accordance with the district's pacing guides to plan instruction, which includes tailored resources for English Language Learner (ELL) students. Instructional guidance will be informed by data from the Reading Wonders Program PM assessments. Additionally, the Reading Horizons program will be utilized for intervention purposes, aligning with the district's Intervention pacing guides.

**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?

The district's pacing guides for instructional planning offer comprehensive resources that empower teachers to craft highly effective lesson plans. These guides encompass a wealth of materials designed to cater to the needs of ELL (English Language Learner) students as well.

In addition, the PM assessments within the Reading Wonders Program have been meticulously aligned with the required standards. The data derived from these assessments will serve as invaluable tools to steer and refine our instructional strategies.

Moreover, the Reading Horizons program, specifically tailored for intervention purposes, is at our disposal. Coupled with the Intervention pacing guides thoughtfully provided by the district, these resources will play a pivotal role in assisting students who may have fallen behind in their reading skills to catch up and excel.

**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
"Commencing this September, our educators will actively engage in District-sponsored workshops with a dedicated focus on enhancing Reading and Language Arts. These workshops will involve collaborative planning sessions with the district, aimed at elevating the standard of reading proficiency throughout our institution."	Jordan, Reandra, rjordan@dadeschools.net
Starting in August, students with reading deficiencies will be enrolled in intervention programs, and this list will be regularly updated as students complete the FAST PM 1 assessment. Additionally, we will diligently monitor the progress of students in these interventions through ongoing progress monitoring assessments.	Batista, Maria, batista@dadeschools.net
The literacy coach will offer assistance to teachers and will adhere to the coaching cycle with identified educators.	Batista, Maria, batista@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 SIP will be disseminated to all stakeholders through various channels, including faculty meetings, EESSAC gatherings, Title I sessions, parent informational meetings, and will also be made readily accessible on our school's website.

**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))

We will Create multiple channels of communication, including newsletters, emails, a school website, and social media platforms to ensure that information reaches all parents and community stakeholders. Establish a regular communication schedule so that parents can anticipate when updates and information will be shared.

Parent-Teacher Conferences:

Schedule regular parent-teacher conferences to discuss students' progress, address concerns, and provide opportunities for parents to ask questions.

Offer both in-person and virtual conference options to accommodate parents' preferences and schedules.

Parent Engagement Events:

Organize events such as workshops, seminars, and informational sessions on topics related to

education, child development, and school policies.

Encourage parents to participate actively in parent-teacher associations (PTA) and school committees.

Family Support Services:

Provide resources and support services to help families with challenges they may face outside of school, such as access to counseling, tutoring, or community resources.

Collaborate with local agencies and organizations to offer additional support.

Regular Progress Reports:

send out regular progress reports or report cards.

Include comments from teachers about each student's strengths and areas for improvement.

Parent-Teacher Communication Apps:

Utilize communication apps or platforms that allow teachers to share updates, assignments, and important information with parents in real-time.

Ensure teachers are responsive to parent inquiries through these platforms.

Parent Involvement in Decision-Making:

Involve parents and community stakeholders in school decision-making processes, such as curriculum development or school policies.

Create advisory boards or committees that represent diverse perspectives.

Cultural Sensitivity and Inclusivity:

Recognize and respect the cultural diversity within the school community.

Offer resources and support tailored to the needs of different cultural and linguistic groups.

Community Outreach Programs:

Collaborate with local businesses and organizations to provide opportunities for students and their families to engage with the broader community.

Organize events like career days, community service projects, or art exhibitions that involve both students and community members.

Forge partnerships with local businesses and organizations to provide resources, internships, and mentorship opportunities for students.

By implementing these strategies, the school can build strong, positive relationships with parents, families, and other community stakeholders. This not only enhances the educational experience for students but also strengthens the overall school community and helps fulfill the school's mission effectively.

**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)**

To strengthen the academic program at our school and enhance the quality of learning, we have developed a comprehensive plan with a focus on increasing learning time and providing an enriched and accelerated curriculum. Our approach is designed to address the specific needs and goals outlined in Part II of the School Improvement Plan (SIP), which includes the following key areas of focus:

**Differentiated Instruction:** Our faculty will receive professional development to better differentiate instruction based on student readiness, interests, and learning profiles. This will help us meet the diverse needs of all students and challenge them at their own level.

**Formative Assessments:** Teachers will use frequent formative assessments to gauge student progress and adjust instruction accordingly.

**Data Analysis:** We will establish a data analysis team to regularly review student performance data, identify trends, and make data-driven decisions to enhance instruction.

**Comprehensive afterschool and before school enrichment programs:** We will offer these programs to ignite a passion for hands-on learning among our students. Our offerings encompass a dynamic array of projects, immersive arts workshops, and engaging reading clubs, ensuring a holistic and enriching educational experience for every child.



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

The process begins with a thorough needs assessment. Educational authorities at the Federal, State, and local levels, along with input from school and region administrators stakeholders, they identify the specific needs of the student population. This may include academic, socio-economic, health, and other factors. Establishing information-sharing platforms or databases can help in monitoring and tracking the progress of students and the effectiveness of various programs. This ensures that efforts are data-driven and adaptable.