

Miami-Dade County Public Schools

Spanish Lake Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Spanish Lake Elementary School

7940 NW 194TH ST, Hialeah, FL 33015

<http://sle.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.

Spanish Lake is committed to continuous exploration of new horizons to shape and brighten futures. It is our goal to provide academic instruction to gauge our path and cultivate successful multicultural leaders.

Provide the school's vision statement.

In our quest to inspire and enrich our students to explore opportunities and develop lifelong skills that will enable them to achieve their maximum potential for success in a competitive multicultural world, we strive to excel and continuously move from great to greatest.

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
Brito, Milko	Principal	The Principal oversees the entire operation of the school in general. The Principal will ensure that the school's faculty is aware of the MTSS/RTI process through continuous professional development, he adjusts the allocation of school based resources, holds regular leadership team meetings, gathers and analyzes data to determine appropriate professional development for faculty, maintains communication with staff for input and feedback, adjusts the school's academic goals and monitors the implementation of professional development.
Bustamante, Kathy	Assistant Principal	The Assistant Principal oversees support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs in third, fourth and fifth grade.
Vogel, Maria	Math Coach	The Math Coach oversees the mathematics curriculum for the entire school population from Kindergarten to fifth grade. The Math Coach actively participates in MTSS/ RTI meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the area of Math. The Math Coach will also participate in data collection and data analysis in order to implement and design a constructive focus plan. Identify Tier 1, Tier 2, and possible Tier 3 students and collaborate with support staff by providing instructional strategies and resources. In addition she will continue to review, collect data and monitor the implementation of the SIP as the EESAC Chairperson.
Torres, Carolina	Reading Coach	The Reading Coach oversees the Reading and Language Arts curriculum for the entire school population from Kindergarten to fifth grade. The Reading Coach actively participates in MTSS/RTI meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the areas of Reading and Language Arts. The Reading Coach participates in data collection and data analysis in order to implement and design a constructive focus plan. She will also identify Tier 1, Tier 2, and possible Tier 3 students and collaborate with support staff by providing instructional strategies and resources.
Meneses, Jennifer	Science Coach	The Science Coach oversees the Science curriculum and implementation strategies throughout the entire school population from Kindergarten through fifth grade. The Science Coach actively participates in the MTSS/ RTI meetings and processes, identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches in the area of Science. The Science Coach will also participate in data collection and data analysis in order to implement and design a constructive focus plan..

Name	Position Title	Job Duties and Responsibilities
Gajano, Grisell	School Counselor	The School Guidance Counselor oversees the social and emotional well being of all students in grades three to five. The School Guidance Counselor will actively participate in the MTSS/RTI meetings, will assist with whole-school screening programs, will counsel students and provide interventions to support the student's academic, emotional, behavioral and social success. Counselor will also provide counseling and assistance as needed to students and families.
Hernandez, Sandra	ELL Compliance Specialist	The Bilingual Representative oversees the ELL program from testing to assuring compliance by maintaining continuous data for all targeted students. The Bilingual Representative will actively participate in the MTSS/RTI meetings, will identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches in the areas of Spanish and modern languages.
Helsper, Gabriella	Teacher, ESE	The ESE Representative oversees the ESE program from testing to assuring compliance by maintaining continuous data for all targeted students. The ESE Representative will actively participate in the MTSS/RTI meetings, will identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches in the areas of ESE.
Palma, Mercedes	Assistant Principal	The Assistant Principal oversees support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs in Pre-Kinder, Kindergarten, first and second grade.

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.

There are several ways that we will involve all stake holders in the School Improvement Process. Leadership team will be present in common planning meeting. Data chats will be conducted monthly with administration. Teachers will conduct quarterly data chats with their students. Reflection sessions will be conducted over cupcakes with the coaches. Coffee and conversation will be conducted between the teachers and the Assistant Principals. School staff and parents will be involved in both PTA and ESSAC. Business and community leaders will be invited to participate in the ESSAC committee. School committees will have monthly meeting to coordinate and update school calendar. Parent teacher conferences will be conducted frequently in order to communicate and address concerns and disseminate information.

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 SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state’s academic standards by having the teachers reflect within their grade level and make recommendations. Coaches will also create and share a link to a “form” for teachers to give feedback and input. In addition, Data chats will be conducted between teacher/student, admin/students, and counselor/students. We would also have Admin/leadership team conduct quarterly walk throughs. In order to gather SIP feedback administration will have informal coffee and conversations and coaches will have monthly cupcakes with the coaches meeting with teachers. Finally, a live link will be shared with teachers from performance matter with a principal’s lists and growth list.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	93%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	44	26	16	25	21	0	0	0	132
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	3	21	19	23	5	0	0	0	71
Course failure in Math	0	3	16	24	16	16	0	0	0	75
Level 1 on statewide ELA assessment	0	0	0	15	33	64	0	0	0	112
Level 1 on statewide Math assessment	0	0	0	7	15	41	0	0	0	63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	49	53	80	43	70	0	0	0	297

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	4	17	24	28	39	0	0	0	112

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	2	4	2	15	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	30	14	16	14	20	0	0	0	94
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	7	25	16	14	0	0	0	63
Course failure in Math	0	1	13	20	21	22	0	0	0	77
Level 1 on statewide ELA assessment	0	0	0	13	25	60	0	0	0	98
Level 1 on statewide Math assessment	0	0	0	8	29	55	0	0	0	92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	17	43	46	68	0	0	0	174

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	6	23	30	56	0	0	0	116

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	13	0	1	0	0	0	17
Students retained two or more times	0	0	0	1	0	1	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	30	14	16	14	20	0	0	0	94
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	7	25	16	14	0	0	0	63
Course failure in Math	0	1	13	20	21	22	0	0	0	77
Level 1 on statewide ELA assessment	0	0	0	13	25	60	0	0	0	98
Level 1 on statewide Math assessment	0	0	0	8	29	55	0	0	0	92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	17	43	46	68	0	0	0	174

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	6	23	30	56	0	0	0	116

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	13	0	1	0	0	0	17
Students retained two or more times	0	0	0	1	0	1	0	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	57	60	53	61	62	56	55		
ELA Learning Gains				70			44		
ELA Lowest 25th Percentile				54			55		
Math Achievement*	72	66	59	66	58	50	51		
Math Learning Gains				77			33		
Math Lowest 25th Percentile				71			37		
Science Achievement*	58	58	54	56	64	59	44		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	66	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)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	316
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	521
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	1	
ELL	60			
AMI				
ASN				
BLK	55			
HSP	63			
MUL				
PAC				
WHT	68			
FRL	62			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	61			
AMI				
ASN				
BLK	47			
HSP	64			
MUL				
PAC				
WHT	79			
FRL	64			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	57			72			58					66
SWD	36			46			34				5	42
ELL	53			71			51				5	66
AMI												
ASN												
BLK	50			59							2	
HSP	57			72			58				5	67
MUL												
PAC												
WHT	50			86							2	
FRL	56			72			61				5	62

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	61	70	54	66	77	71	56					66
SWD	31	51	46	33	63	56	25					58
ELL	54	65	56	62	72	69	40					66
AMI												
ASN												
BLK	47			47								
HSP	61	69	51	65	76	70	56					65
MUL												
PAC												
WHT	55	93		75	92							
FRL	58	68	55	64	76	69	54					65

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	55	44	55	51	33	37	44					54
SWD	21	45	56	20	30	39	21					55
ELL	50	42	57	51	35	43	41					54
AMI												
ASN												
BLK	25			25								
HSP	56	44	57	52	33	37	45					54
MUL												
PAC												
WHT	41			35								
FRL	52	43	56	48	32	37	41					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	50%	56%	-6%	54%	-4%
04	2023 - Spring	48%	58%	-10%	58%	-10%
03	2023 - Spring	52%	52%	0%	50%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	71%	63%	8%	59%	12%
04	2023 - Spring	66%	64%	2%	61%	5%
05	2023 - Spring	63%	58%	5%	55%	8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	50%	1%	51%	0%

III. Planning for Improvement

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

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

Our lowest performance area was ELA-Reading in Grades 3rd- 5th. After analyzing the data from FAST PM3 Grades 3 thru 5 were at 50% proficient. The contributing factors that led to this area needing improvement were the change in Reading standards from LAFS to Best Standards and also teachers needing more exposure to rigor needed to teach the new BEST standards.

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

Our greatest decline from the prior year was ELA-Reading in Grade 3rd-5th. After analyzing the data from FAST PM3 as compared to FSA the previous year we went from 61% to 50% proficiency. This was a decrease of 11% proficiency as compared to the prior year. The contributing factors that led to this decline were the lack of resources needed to expose students to the BEST standards and for reading teachers to better understand how to stack the standards in order to target multiple areas of growth.

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

Our greatest gap was ELA-Reading specifically Grade 4. After analyzing the data from FAST PM3 we see that we are 49% proficient as compared to the district at 58% proficient. This is a 9% proficiency difference. The contributing factors that led to this gap are that we had a large increase in NEWCOMERS ELL level 1 students and also many students showed a large deficiency in foundational skill such as phonics.

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

Our area of most improvement was Math in Grades 3rd-5th. After analyzing the data from FAST PM3 we are 67% proficient. The actions taken to have a significant improvement were the implementation of the new Math series BIG IDEAS, teachers collaborating in order to understand the new Math program and standards and an increase in consistent usage of reflex program.

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

After reflecting on the EWS data, the data shows that 31% of our students are absent 0-5 days. In order to improve this area, we will be targeting our future first graders to reduce the number of students with 18 or more absences. The data also showed that there is an inconsistency with the number of failed students as compared to students that scored a level 1. In order to improve this area, we will effectively implementing standard based grading in both Reading and Math.

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

After analyzing the data, Spanish Lake Elementary will focus on improving ELA proficiency levels by focusing on standard based grading and integration of technology. Next, we will focus on improving Differentiated Instruction through the consistent use of data analysis. Consequently we will try to improve staff and student connection through the increase of student attendance through the participation in more motivating student activities that will foster better attendance. Efforts will be made in order to improve staff participation in team building events through out the school year.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to 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.

According to the 2022-2023 FAST PM3 data, 50% of third through fifth grade students were proficient in ELA as compared to the district average of 51%. There was an 11% decrease in proficiency in comparison to the 2021-2022 FSA data. Based on the data and the identified contributing factors that hindered this outcome was the large increased of Level 1 and Level 2 ELL students to our student population. Another factor that contributed to this decreased was the many novice teachers that joined our instructional staff. We will implement the targeted element of instructional practice specific to ELA in grades 3- 5.

Measurable Outcome:

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

With the implementation of ELA with Technology integration, then 5% of the grade 3-5 students' ELA proficiency will increase by June 2024.

Monitoring:

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

ELA with Technology Integration will be monitored through Performance Matters reports, i-Ready usage/ passing rate reports, classroom observations and collaboration conversations.

Person responsible for monitoring outcome:

Milko Brito (pr2191@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.)

For the area of focus, the evidence-based strategy that we will implement is ELA with Technology Integration. Teachers are expected to implement the essential practice of ELA with technology integration to better meet the ELA needs of all students. The strategies to be implemented will be developed through collaborative planning time, biweekly meeting with administration and/or leadership team, and professional development.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If the Technology integration strategies relating to ELA are implemented with fidelity then we expect to see improvement in ELA student achievement.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. From August 14-September 29, an action step that will be taken by Spanish Lake Elementary School for this area of focus will be to provide professional development on Performance Matters and standard

based grading. Teachers will use Performance Matters to identify areas of weaknesses in order to plan and assess based on standards. As a result of the consistent targeting of student weaknesses in ELA then we expect to see improvement in ELA proficiency.

Person Responsible: Milko Brito (pr2191@dadeschools.net)

By When: August 14-September 29

2. From August 14-September 29, an action step that will be taken by Spanish Lake Elementary School for this area of focus will be to implement the administering of all bi-weekly ELA district assessments on the Performance Matters platform according to the district provided schedule. The data obtained from the program will better guide instructional planning and delivery as it relates to standards aligned instruction as it impacts ELA proficiency. As a result of the consistent administration of biweekly ELA assessments on the Performance Matters platform then we expect to see an improvement in ELA proficiency.

Person Responsible: Milko Brito (pr2191@dadeschools.net)

By When: August 14-September 29

3. From August 14-September 29, an action step that will be taken by Spanish Lake Elementary School for this area of focus is the scheduling of biweekly meetings with teachers, administration and/or leadership team to provide evidence of differentiated instruction artifacts completed by students. The meeting will include to analyze data and discuss best practices in ELA. As a result of the biweekly meeting between teachers and administration we expect to see an improvement in ELA proficiency.

Person Responsible: Milko Brito (pr2191@dadeschools.net)

By When: August 14-September 29

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

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

According to the 2022-2023 FAST PM3 data, 67% of third through fifth grade students were proficient in mathematics as compared to the district average of 54%. There was a 7% increase in proficiency in comparison to the 2021-2022 FSA data.

According to the 2022-2023 Science State Assessment data, 51% of fifth grade students were proficient in science as compared to the district average of 50%. There was 6% decrease in proficiency in comparison to the 2021-2022 Science State Assessment data. Based on the data and the identified contributing factors of a shortage of resources in a timely manner of the new math series, in addition to implementation of new math standards. The contributing factors that hindered science proficiency was the lack of resources for science. We will implement the targeted element of differentiation specific to mathematics and science in grades 3-5.

Measurable Outcome:

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

With the implementation of Data Driven Instruction through Differentiation, then 5% of grades 3-5 students will increased mathematics and science proficiency by June 2024.

Monitoring:

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

Differentiation using data will be monitored by a systematic approach that includes collaborative conversations with administration and/or leadership team, student-centered artifacts and standard based grading.

Person responsible for monitoring outcome:

Milko Brito (pr2191@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.)

For the area of focus, the evidence-based strategy that we will implement is differentiation specially data driven strategy. Teachers will have a systematic needs approach by which we can assess student needs through the use of assessments and data analysis. The strategies to be implemented collaborative conversations amongst all stakeholders, standard based grading and differentiation student created artifacts.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If the differentiation is managed using the data from Performance Matters with fidelity , then we expect to see an increase in student achievement as evidence by their assessment results.

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.

1. From August 14-September 29, an action step that will be taken by Spanish Lake Elementary School for this area of focus will be for the instructional staff to administer baseline assessments from the district and/or textbook series as well as the Progress Monitoring (PM1) to gather necessary data to enhance student learning. As a result of the consistent use of data gathered from district and/or textbook series assessments we expect to see an increase in student achievement.

Person Responsible: Milko Brito (pr2191@dadeschools.net)

By When: August 14- September 29

2. From August 14-September 29, an action step that will be taken by Spanish Lake Elementary School for this area of focus is that teachers will analyze student needs in order to effectively create, manage and maintain a differentiated approach to student learning. As a result of consistent differentiation then we will see an array of student-centered artifacts therefore increasing student achievement.

Person Responsible: Milko Brito (pr2191@dadeschools.net)

By When: August 14- September 29

3. From August 14-September 29, an action step that will be taken by Spanish Lake Elementary School for this area of focus is that teachers will consistently assess and grade on standards based. Teachers will post weekly grades with specific targeted standards. As a result of this practice, we expect to see a more detailed progress of each students' needs.

Person Responsible: Milko Brito (pr2191@dadeschools.net)

By When: August 14- September 29

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

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

According to the 2022-2023 Climate Survey data, 60% of students would agree with the statement “Adults at my school care about me as an individual” as compared to the previous 2022 year was 64%. This is a decreased of 4 percentage points. Based on the data and the identified contributing factors that hindered were students feeling overwhelmed and an increase in challenges with their well-being. We will implement the targeted element of Staff and Student Connections. It is imperative that all staff have a more mindful/empathic approach when interacting daily with students. This in turn will yield a more positive school culture.

Measurable Outcome:

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

With the implementation of staff and student connections, then a 10% increase of the students will agree with the statement that adults care about them as individual by June 2024

Monitoring:

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

Staff and student connections will be monitored by mindfulness activities, schoolwide empathy lessons and staff members sponsoring students.

Person responsible for monitoring outcome:

Milko Brito (pr2191@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.)

For this area of focus, the evidenced based strategy that we will be implementing staff and student connections. Teachers and staff establishing set communication protocols that keep students, parents and the community updated on positive occurrences at the school site. The strategies to be implemented will be developed through Mindfulness club, school-wide empathy lesson and staff sponsoring students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If the staff and student connections are implemented with fidelity, then we expect to see an increased in teacher, student and leadership rapport followed by an increase in student achievement and improved behaviors.

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.

From August 14- September 29, an action step that will be taken by Spanish Lake Elementary for this area of focus is that staff members will sponsor selected students to enhance connections. As a result of developing rapport with students their social emotional well being will become more positive creating a more welcoming and engaging learning environment.

Person Responsible: Milko Brito (pr2191@dadeschools.net)

By When: August 14- September 29

From August 14- September 29, an action step that will be taken by Spanish Lake Elementary for this area of focus is that teachers and staff members will effectively implement best practices learned at the empathy professional development to ensure that student needs are addressed in a timely and efficient manner. As a result of the consistent implementation of best practices learned at the empathy professional development we expect to see an increase in student achievement and improved behaviors throughout our school.

Person Responsible: Milko Brito (pr2191@dadeschools.net)

By When: August 14- September 29

From August 14-September 29, an action step that will be taken by Spanish Lake Elementary for this area of focus is that the school will implement a Mindful Focused calendar where different aspects of social emotional wellbeing techniques will be incorporated into a variety of activities throughout the next few months.

Person Responsible: Milko Brito (pr2191@dadeschools.net)

By When: August 14- September 29

#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 2022-2023 Climate Survey data, 38% of teachers would agree with the statement “I feel staff morale is high at my school” as compared to the previous 2022 year was 86%. This is a decreased of 48 percentage points. Based on the data and the identified contributing factors that hindered were teachers feeling overwhelmed and overworked. We will implement the targeted element of Teacher Leadership Development.

Measurable Outcome:

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

With the implementation of Shared Leadership for a positive school culture, 10% of the staff will participate as teacher leaders by June 2024.

Monitoring:

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

Positive Culture through Shared Leadership will be monitored by a systematics approach that includes variety of committees, mindfulness activities and healthy well-being strategies on a consistent basis.

Person responsible for monitoring outcome:

Milko Brito (pr2191@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.)

For this are of focus, the evidenced based strategy that we will implement shared leadership to develop leadership capacity among all members of the school community while working together to create an engaging and safe school climate. The strategies to be implemented will be professional development on cultivating a healthy positive culture, mindfulness activities for teachers and team building events.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If the shared leadership strategies are implemented with fidelity, then we expect to see an increased in staff members motivate to showcase and share best practices with an increased in teacher morale.

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.

1. From August 14-September 29, an action step that will be taken by Spanish Lake Elementary School for this area of focus is to have instructional staff attend a professional development on research-based strategies to maintain a healthy well-being. As a result of this training, we expect to see a more positive school culture.

Person Responsible: Milko Brito (pr2191@dadeschools.net)

By When: August 14-September 29

2. From August 14-September 29, an action step that will be taken by Spanish Lake Elementary School for this area of focus is to conduct Mindfulness activities for teachers. As a result of this practice, we expect to see increased positive well-being of teachers.

Person Responsible: Milko Brito (pr2191@dadeschools.net)

By When: August 14-September 29

3. From August 14-September 29, an action step that will be taken by Spanish Lake Elementary School for this area of focus on activities for team building. As a result of these practices, we expect to see closer relationships created within the staff.

Person Responsible: Milko Brito (pr2191@dadeschools.net)

By When: August 14-September 29

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

The area of focus that will be implemented for grades K-2 is the use of Anchor Charts. This will have a positive impact on student learning in literacy. The percentage of students in Kinder – 2nd grade scoring below grade level on the ELA 2023 STAR Statewide assessment was 31% median percentile. This is compared to the district with a 49% median percentile. This is a difference of 18% percentage points. The percentage of students in kindergarten through grade 2, based on 2023 STAR Median Percentile for ELA were Kinder at 36%, 1st at 30% and 2nd grade at 25%.

Based on the data, using Anchor charts will ensure exposure to standards aligned instruction to better facilitate learner needs. Our students did not achieve adequate proficiency due to the limitations caused by lack of devices and connectivity. Also the lack of consistent differentiated the learning along with lack of data analysis. As part of partaking in the Reading Achievement Initiative for Scholastic Excellence (RAISE) we aim to eliminate these learning barriers.

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

The area of focus that will be implemented for grades 3rd-5th is the use of Anchor Charts. This will have a positive impact on student learning in literacy. The percentage of students in 3rd-5th grade scoring below grade level on the ELA 2023 FAST Statewide assessment was 50% percent. This is compared to

the district with a 51% percent. This is a difference of 1% percentage points.

The percentage of students in 3rd through 5th grade, based on 2023 FAST Proficiency Percent for ELA were 3rd at 53%, 4th at 49% and 5th grade at 50%.

Based on the data, using Anchor charts will ensure exposure to standards aligned instruction to better facilitate learner needs. Our students did not achieve adequate proficiency due to the limitations caused by lack of devices and connectivity. As part of partaking in the Reading Achievement Initiative for Scholastic Excellence (RAISE) we aim to eliminate these learning barriers.

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

If teachers implement the strategy of Anchor Charts, then at least Kinder- 2nd students will increase by a minimum of 5 percentage points.

Grades 3-5 Measurable Outcomes

If teachers implement the strategy of Anchor Charts, then at least 3rd- 5th students will increase by a minimum of 5 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.

Anchor Charts will be monitored through a systematic approach that includes visual and interactive displays, data chats, student self-monitoring, student created anchor charts, collaborative conversations among teachers and students.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Brito, Milko, pr2191@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?

For this Area of Focus, the evidenced-based strategy that we will be implementing is Anchor Charts. Teachers are expected to implement the evidence-based practice of Anchor Charts to better meet the ELA needs of all students. The strategies to be implemented will be developed through collaborative planning time, teacher leader presentations, and professional development. The evidence-based practice of anchor charts is aligned both to the districts K-12 Comprehensive Evidence based plan and the B.E.S.T. ELA Standards.

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?

If the Anchor Chart strategies are implemented with fidelity, then we expect to see improvement in ELA student achievement.

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
From August 14-September 29, an action step that will be taken by Spanish Lake Elementary School for this area of focus will be to have a Professional Development focusing on what is an anchor chart and how to effectively use them in the classroom.	Brito, Milko, pr2191@dadeschools.net
From August 14-September 29, an action step that will be taken by Spanish Lake Elementary School for this area of focus will be to use the anchor charts to better guide instructional planning and delivery as it relates to standards aligned instruction as it impacts ELA.	Brito, Milko, pr2191@dadeschools.net
From August 14-September 29, another action step that will be taken by Spanish Lake Elementary School for this area of focus will be to collaborate with each grade level using the pacing guide to select what topics to illustrate through anchor charts that will benefit students.	Torres, Carolina, mequiso@dadeschools.net
From August 14-September 29, an action step that will be taken by teachers for this area of focus will be to research online for effective anchor charts to use in their classrooms.	Brito, Milko, pr2191@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.

N/A

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))

N/A

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)

N/A

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))

N/A

Optional Component(s) of the Schoolwide Program Plan

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

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00

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

Budget Approval

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

Yes