

Miami-Dade County Public Schools

Gratigny Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Gratigny Elementary School

11905 N MIAMI AVE, Miami, FL 33168

<http://gratigny.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.

At Gratigny Elementary School, we are dedicated to the development of every student's academic, social, physical, and emotional potential in a wholesome and supportive environment, so as to create lifelong learners and productive citizens in a multicultural and changing world.

Provide the school's vision statement.

Gratigny Elementary believes that "vision becomes reality".

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
Dugas, Marie	Principal	Mrs. Marie Dugas, our school principal, is our instructional leader. Her leadership strategically drives the educational goals of the school, as she oversees all aspects of the school environment. In addition, she ensures that students and teachers receive a clean and nurturing building to work and learn in. She works daily in collaboration with the School Leadership team including the Assistant Principal, and the Instructional Coaches for Reading and Mathematics. In addition, she continuously conducts classroom walk throughs to provide constructive feedback that will ultimately improve a teacher's ability to provide a highly effective education resulting in greater number of students in the proficient range of progress in the Core subjects of Reading, Mathematics, and Science.
Guthrie, Elda	Reading Coach	Ms. Elda Guthrie, Reading Coach, will develop, lead, and provide teachers support and guidance with the core content standards/program. In addition, she analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify systematic patterns of student needs while working with district personnel to identify appropriate evidence-based intervention strategies. Additionally, she assists with whole school screening programs that provide early intervening services for children to be considered "at risk", assists in the design and implementation of progress monitoring, data collection, and data analysis. Ms. Guthrie also participates in the design and delivery of professional development and provides support for assessments. These goals are met through weekly collaborative planning sessions that provide modeling, support, and knowledge.
West, Stephnie	School Counselor	Ms. Stephnie West, Guidance Counselor, will provide quality services and expertise on issues ranging from academic, behavioral, and Social and Emotional Learning needs of students, as well as facilitate school-wide initiatives, such as Attendance, Character Education, and Discipline. She is an integral member of the School Safety Mental Health Team, ensuring that all students are emotionally supported at school.
Moya, Susana	Behavior Specialist	Dr. Susana Moya, Behavior Specialist: Leads grade-level teams in the development or revision of the students Functional Behavior Assessment/ Behavior Improvement Plan. Provide direct support to students and teachers in and out of the classroom utilizing evidence based social-emotional practices for special education students. Evaluates and develops the social-emotional IEP goals of the students.
Clemmons, Omelia	Assistant Principal	Mrs. Omelia S. Clemmons, Assistant Principal: Will provide guidance on K-12 Comprehensive Reading, Mathematics, and Science Plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning; ensure ESE and ESOL policies and procedures are followed, and support the implementation of Tier 1, Tier 2, and Tier 3 Intervention Plans. Assists in ensuring the implementation of intervention

Name	Position Title	Job Duties and Responsibilities
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support and documentation. Guarantees teachers have adequate professional development opportunities and the implementation of school-based MTSS/RtI activities are available. In addition, Mrs. Clemmons will assist the school principal in all aspects of leadership, to ensure all school-wide goals are met.

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.

All stakeholders inclusive of school staff, parents, students, families, business partners, and community leaders will be involved in the academic and cultural process of the SIP through the use faculty meetings, school website, parent meetings, EESAC meetings, and staff/student/parent surveys.

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 monitored by the leadership team members. Administrators will monitor the overall implementation of the SIP. The principal and assistant principal will conduct weekly classroom walkthroughs and provide timely feedback to classroom teachers. The instructional coach will conduct weekly collaborative planning sessions with teachers as evident of collaborative planning agendas and sign-in rosters. Administration and teachers will conduct quarterly data chats with the completion of data protocol sheets. Data from FAST, and i-Ready will be analyzed during leadership team meetings and collaborative planning sessions. The data will be discussed during EESAC, and professional development will be provided by the instructional coach for the area of focus listed on the SIP. Based on the continuous monitoring of data, student groups, differentiated instruction, and intervention will be adjusted as needed.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	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	100%
Charter School	No

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

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	15	7	8	6	4	6	0	0	0	46	
One or more suspensions	0	1	1	0	1	1	0	0	0	4	
Course failure in English Language Arts (ELA)	0	15	5	6	11	6	0	0	0	43	
Course failure in Math	0	14	5	6	11	6	0	0	0	42	
Level 1 on statewide ELA assessment	0	0	0	32	14	18	0	0	0	64	
Level 1 on statewide Math assessment	0	0	0	25	4	16	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	18	17	16	34	15	24	0	0	0	124	

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	11	4	28	10	12	0	0	0	65

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	17	0	0	0	0	0	17
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	16	11	10	7	6	0	0	0	50	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	6	7	3	3	0	0	0	19	
Course failure in Math	0	0	5	10	0	13	0	0	0	28	
Level 1 on statewide ELA assessment	0	0	0	6	9	26	0	0	0	41	
Level 1 on statewide Math assessment	0	0	0	6	9	17	0	0	0	32	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	10	26	15	27	0	0	0	79	

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	0	4	9	9	21	0	0	0	43

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	2	3	0	0	0	0	0	5
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	0	16	11	10	7	6	0	0	0	50	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	6	7	3	3	0	0	0	19	
Course failure in Math	0	0	5	10	0	13	0	0	0	28	
Level 1 on statewide ELA assessment	0	0	0	6	9	26	0	0	0	41	
Level 1 on statewide Math assessment	0	0	0	6	9	17	0	0	0	32	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	10	26	15	27	0	0	0	79	

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	0	4	9	9	21	0	0	0	43

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	2	3	0	0	0	0	0	5
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*	45	60	53	41	62	56	30		
ELA Learning Gains				68			36		
ELA Lowest 25th Percentile				63			23		
Math Achievement*	57	66	59	55	58	50	29		
Math Learning Gains				74			41		
Math Lowest 25th Percentile				78			31		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	42	58	54	37	64	59	28		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	56	63	59	64			24		

* 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	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	229
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	480
Total Components for the Federal Index	8
Percent Tested	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	26	Yes	1	1
ELL	39	Yes	1	
AMI				
ASN				
BLK	47			
HSP	43			
MUL				
PAC				
WHT				
FRL	46			

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	54			
ELL	52			
AMI				
ASN				
BLK	57			
HSP	64			
MUL				
PAC				
WHT				
FRL	59			

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	45			57			42					56
SWD	34			34			9				3	
ELL	34			53			36				5	56
AMI												
ASN												
BLK	47			59			42				5	54
HSP	42			46							4	61
MUL												
PAC												
WHT												
FRL	45			55			42				5	55

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	41	68	63	55	74	78	37					64
SWD	48	76		47	67		30					
ELL	31	66		46	69		38					64
AMI												
ASN												
BLK	39	64	55	52	73	78	27					67
HSP	50	77		64	77		56					62
MUL												
PAC												
WHT												
FRL	40	67	63	54	73	78	36					62

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	30	36	23	29	41	31	28					24
SWD	37	30		40	40		55					
ELL	23	55		23	60		32					24

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	30	37	27	27	39	27	26					27
HSP	35			35								17
MUL												
PAC												
WHT												
FRL	30	36	23	29	42	31	28					25

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	53%	56%	-3%	54%	-1%
04	2023 - Spring	49%	58%	-9%	58%	-9%
03	2023 - Spring	25%	52%	-27%	50%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	34%	63%	-29%	59%	-25%
04	2023 - Spring	73%	64%	9%	61%	12%
05	2023 - Spring	60%	58%	2%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	50%	-14%	51%	-15%

III. Planning for Improvement

Data Analysis/Reflection

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

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

According to the 2022-23 Reading FAST PM 3 58% of 3rd grade students were below grade level compared to the district which is at 29%. Based on results from F.A.S.T. PM1, 80 percent of students entered the third grade two or more grade levels below in reading. According to the data available attendance is an area that contributes to low performance. In addition, 3rd grade had a high rate of absenteeism based on overall attendance and truancy.

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

The 2022 i-Ready AP3 reading data shows that 53% of kindergarten students were on or above grade level whereas, the 2023 i-Ready AP3 reading data shows 41% of the kindergarten students are on or above grade levels. The factors that contributed to these changes were new staff members and larger numbers in the kindergarten classes.

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 3rd-grade data for ELA showed the most prominent gap when compared to the state average. The state average according to the 2022-23 Reading FAST PM 3 shows that 59% of 3rd graders scored proficient compared to our school average of 32%. The third-grade math also showed a considerable deficiency in comparison to the state. According to the 2022-23 FAST PM 3 math data 34% of our students were proficient in comparison to 59% of students across the state. The factors that contributed to this outcome were student and staff attendance, which affected the amount of instructional time provided to students.

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

According to the F.A.S.T. PM3 data dashboard, 5th-grade students showed a 50 percentage point increase in students scoring levels 3-5 in mathematics. During the PM1 assessment period, 10 percent of students were scoring levels 3-5 and the PM3 assessment period shows 60 percent of students scored levels 3-5. These increases are the result of collaborative planning sessions, where the Coach and teachers focused on the whole group and differentiated instruction to close learning gaps. Additionally, the Coach met weekly with the Math interventionist, to strategically plan for intervention, resources, best practices, and Math Camps for third through fifth grade.

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

Student and Teacher attendance is an area of concern. According to the student attendance data, 14 percent of students were absent 11-15 days, 17 percent of students were absent 16-30 days, and 3 percent of students were absent 31 or more days. Staff level data indicates that there is also a concern with staff attendance, showing 38% of staff with 10.5+ days absent, 35% with 5.5-10 days absent, and 26% with 0.0-5 days absent.

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

The highest priority for school improvement in the 2023-2024 school year is school culture. The administration will continue to engage in innovative ways to improve and build school culture. Another priority for this year is focusing on our (Intensive Acceleration) IA students to ensure that they are able to reach proficiency and be promoted to their next grade level. Additionally, we do not have a math coach this year so we are working to implement a plan that will allow our students to maintain and pass the proficiency that was made last 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 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 2023-2024 FAST PM3 data, 25% of third-grade students were proficient in ELA as compared to the state average of 50%, and the district average of 51%. The math showed a similar downward trend for our students' achievement with 34% proficiency for our students and 59% of students state-wide. Based on data and identified contributing factors of 79% of students in ELA and 66% of students in math scoring two or more grade levels below, attendance, and teachers new to the grade level, we will implement the Targeted Element of Differentiation.

Measurable Outcome:

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

With differentiated instruction, 3% of our 3rd-grade students will increase to a level 3 or higher in proficiency in reading and math when compared to last year's data on the FAST PM3. The projected time frame for these improvements will be monitored with data from the iReady AP2 in preparation for 2023-24 FAST PM 3.

Monitoring:

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

Data trackers will be implemented across all grade levels for both Reading and Math. Teachers and students will hold data chat meetings, and track the data to ensure students are progressing. Data will be discussed during Leadership Team meetings and administration will be monitoring to ensure trackers are being implemented with fidelity.

Person responsible for monitoring outcome:

Omelia Clemmons (oclemmons@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in closing the achievement gap of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include on-going progress monitoring.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data driven instruction will ensure teachers are utilizing relevant and aligned data to plan lessons that are specific to the needs of the students. Teachers will make adjustments to their plans and instructional delivery as data is continuously acquired based on Reading progress monitoring assessments, topic assessments, and i-Ready assessments.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/17-9/29-During collaborative planning teachers and instructional coaches will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction developed to increase student achievement.

Person Responsible: Elda Guthrie (195271@dadeschools.net)

By When: 9/29/2023

8/17-8/30- During weekly collaboratively planning sessions, teachers and instructional coaches will develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. As a result, student data will be monitored to guide instruction.

Person Responsible: Elda Guthrie (195271@dadeschools.net)

By When: 8/30/2023

8/17-9/29 The Instructional Coach will continue to provide weekly collaborative planning sessions strategically planning for differentiated instruction based on recent data. Instructional Coaches will guide teachers through data disaggregation, formulation of student groups, identifying appropriate resources, and instructional practices. As a result, teachers will have lesson plans and appropriate resources for differentiated instruction.

Person Responsible: Elda Guthrie (195271@dadeschools.net)

By When: 09/29/2023

8/17-9/10 The Instructional Coach will develop a walkthrough schedule to ensure planned differentiated instructional activities are being implemented. Additionally, the Instructional Coach will identify if further support is needed. As a result of weekly walkthroughs, teachers will ensure that all planned differentiated instructional activities are implemented in their classrooms.

Person Responsible: Omelia Clemmons (oclemmons@dadeschools.net)

By When: 9/10/2023

8/17-9/29 The Instructional Coach and Assistant Principal will facilitate reading/ mathematics collaborative planning sessions on a bi-weekly schedule where the focus will shift weekly from whole-group to differentiated instruction.

Person Responsible: Omelia Clemmons (oclemmons@dadeschools.net)

By When: 9/29/2023

8/17-9/10 The administration will develop a walk-through schedule to monitor collaborative planning and classroom instruction to ensure students are progressing and planned activities are implemented with fidelity.

Person Responsible: Omelia Clemmons (oclemmons@dadeschools.net)

By When: 9/10/2023

#2. 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 2023-2024 FAST PM3 data, 25% of third-grade students were proficient in ELA as compared to the state average of 50%, and the district average of 51%. Based on data and identified contributing factors of 57% of students scoring two or more grade levels below, attendance, and teachers new to the grade level, we will implement the instructional practice of Ongoing Progress Monitoring.

Measurable Outcome:

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

With the implementation of the Ongoing Progress Monitoring practice, by June 2024 - Reading FAST PM 3 assessment an additional 5 % of our students will score higher than the 25% from the 2023 FAST PM 3 for a total of 30% proficiency.

Monitoring:

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

The leadership team in conjunction with Mrs. Guthrie will provide data trackers that will be implemented across all grade levels for bi-weekly progress monitoring and intervention skill checks. Teachers and students will hold data chat meetings, and track the data to ensure students are progressing. Data will be discussed during Leadership Team meetings and administration will be monitoring to ensure trackers are being implemented with fidelity.

Person responsible for monitoring outcome:

Omelia Clemmons (oclemmons@dadeschools.net)

Evidence-based Intervention:

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

Within the targeted element of ELA, our school will focus on Evidence-based intervention of Ongoing Progress Monitoring. Ongoing monitoring will assist teachers in assessing their students' academic performance, measuring a student's rate of improvement based on instruction, and allowing teachers to evaluate the effectiveness of their instruction. This is also an excellent intervention as it can be implemented individually or whole group.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Focusing on Standards-based instruction while utilizing the Ongoing Progress Monitoring in ELA will ensure that teachers are applying relevant, rigorous, and innovative academics with detailed lessons that are developmentally appropriate to eliminate the achievement gap through the use of data.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/17-9/29 Teachers will review district-provided pacing guides and will develop lesson plans that are grade-specific and stimulating to the learning environment. As a result, lessons and activities will be engaging for students.

Person Responsible: Elda Guthrie (195271@dadeschools.net)

By When: 9/29/2023

8/17-9/29 Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate, review data, brainstorm challenges, needs, and share best practices aligned to the state standards as they plan for instruction.

Person Responsible: Elda Guthrie (195271@dadeschools.net)

By When: 9/29/2023

8/17-9/29 Teachers with the guidance of the instructional coach will plan and incorporate rigorous and detailed activities that enhance the learning environment. As a result, students will be challenged to think, explore, and become problem solvers, ultimately increasing their proficiency levels in ELA.

Person Responsible: Omelia Clemmons (oclemmons@dadeschools.net)

By When: 9/29/2023

9/20 The School Leadership Team will conduct professional development training focusing on data analysis. The SLT will guide the teachers on how to use FAST, i-Ready, and progress monitoring data to drive whole group and differentiated instruction.

Person Responsible: Omelia Clemmons (oclemmons@dadeschools.net)

By When: 9/22/2023

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

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

According to the 2023 Student Attendance data report in PowerBi, 29% of students were absent for 10 or more days from our school compared to the district having 25% of students absent for 10 or more days. Based on the data, we will implement student attendance incentives during the 2023-2024 school year.

Measurable Outcome:

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

With the consistent implementation of student incentives, our attendance will increase by 5 percentage points from 25% to 30% through our Daily Attendance bulletins as well as attendance data updates on Power BI.

Monitoring:

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

The Attendance Review Committee (ARC) will work to connect families who struggle with attendance, identifying the root cause for absences, and developing a plan to ensure students are present daily. The ARC will plan regular student incentives to promote the importance of daily attendance. Teachers will monitor their daily attendance and will reach out to parents if a child has 3 days of unexcused absences, and will notify the ARC if a family voices any issues or concerns. Teachers and the ARC will follow the established school's attendance protocols and will discuss this data during data chats.

Person responsible for monitoring outcome:

Stephnie West (sdwest@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 of implementing Attendance Initiatives will assist in narrowing the attendance and achievement gap. Student absences will be monitored to prevent a pattern of excessive absences. The Community Involvement Specialist will make daily calls, and home visits as needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Establishing attendance initiatives will assist in decreasing the number of students with either unexcused and excused absences. This initiative will also provide the ARC with any issues a family may be encountering, allowing opportunities for assistance in fostering relationships between the school and its stakeholders.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/25-9/29 The School counselor or teacher will contact the parents of students who have 3 or more unexcused absences with a telephone call. As a result, the importance of daily attendance will be reviewed with parents.

Person Responsible: Stephnie West (sdwest@dadeschools.net)

By When: 9/29/2023

9/15-9/29 The ARC-Attendance Review Committee will meet weekly to review student absences and to schedule truancy meetings with parents. The school counselor in collaboration with the Assistant Principal, will document parent meetings, attendance contracts, and truancy packets submitted. A monthly i-Attend report will be submitted to the North Region office outlining parent contacts and services provided to students with excessive absences. As a result, fewer students should be out daily, therefore increasing our school's daily attendance rate.

Person Responsible: Stephnie West (sdwest@dadeschools.net)

By When: 9/29/2023

9/11-9/29 The counselor will provide bi-weekly rewards to homeroom classes with the most perfect attendance. As a result, students' morale will improve as well as the school-wide attendance percentage.

Person Responsible: Stephnie West (sdwest@dadeschools.net)

By When: 9/29/2023

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

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

According to the 2022-23 EWI dashboard on Power BI, Staff Attendance - there has been a significant increase in the number of teachers missing 10.5+ days of instructional time per year. The trends data shows from 2020-21 it was 16%, in 2021-22 an increase of 24%, by 2022-23 the percentage had increased to 38%. This is a 22% increase in teachers missing 10.5+ days from 2020 to 2023.

Measurable Outcome:

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

With the implementation of teacher incentives, the number of teachers with 10.5+ days will decrease from 38% to 30% by June 2023. This will be evidenced on the 2023-23 Power BI EWI Dashboard.

Monitoring:

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

The Leadership Team will monitor daily attendance through the MDCPS sign-on system on a daily basis. Administrators will have a meeting with teachers who start to show a trend of absenteeism after 3 non-work-related absences. These meetings will be used as an opportunity to allow the teachers to share why they are missing days as well as allow the administration to share with teachers why their presence is needed and valued in our school.

Person responsible for monitoring outcome:

Omelia Clemmons (oclemmons@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.)

To promote teacher access and engagement in our school we will implement the Evidence-Based Intervention of Rewards/ Incentives.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Aligning employee recognition, awards, and incentives in the work environment can add great value, purpose, and objectiveness for individuals. It is an opportunity to provide motivation, and boost 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.

8/17-9/29 In order to boost teacher attendance the leadership team will start providing incentives (gift cards, snacks, etc.) to staff for attendance.

Person Responsible: Omelia Clemmons (oclemmons@dadeschools.net)

By When: 9/29/2023

8/17-9/29 Teachers with the highest percentage of attendance for the month will receive a certificate and an opportunity to join a raffle for a prize.

Person Responsible: Omelia Clemmons (oclemmons@dadeschools.net)

By When: 9/29/2023

8/14-9/29 In an effort to help staff understand the need for daily attendance we shared the attendance procedures for the school year.

Person Responsible: Marie Dugas (pr2241@dadeschools.net)

By When: 8/14/2023

8/17-9/29 The attendance report will be pulled on a daily basis to track the attendance of all staff members. This will allow for a clearer understanding of the trends occurring.

Person Responsible: Omelia Clemmons (oclemmons@dadeschools.net)

By When: 9/29/2023

8/14-9/29 In an effort to help staff understand the need for daily attendance we shared the attendance procedures for the school year.

Person Responsible: Marie Dugas (pr2241@dadeschools.net)

By When: 8/14/2023

8/17-9/29 The attendance report will be pulled on a daily basis to track the attendance of all staff members. This will allow for a clearer understanding of the trends occurring.

Person Responsible: Omelia Clemmons (oclemmons@dadeschools.net)

By When: 9/29/2023

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

Our area of focus for this year is the Gradual Release of Responsibilities Model for evidence-based instruction. On i-Ready AP 3 for Spring 2023 the number of students in grades K-2 is significant. According to 2022-23, i-Ready Reading AP 3 59% of kindergarten, 70% of first graders, and 78% of second graders were one or more grade levels below. During our collaborative planning, we plan to use

research-based gradual-release strategies to implement during ELA instruction. The goal is to create autonomy and a sense of self-efficacy by shifting the responsibility from teacher to student.

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

Our area of focus will be vocabulary, which is the lowest domain as noted in the Need Analysis by Domains in IReady. Across the 3-5 grade levels, this area proves to have the greatest deficiencies. Third grade had 68% of students below grade level, 62% in 4th grade, and 70% in 5th grade. According to the EWI Counts by grade levels, we currently have 43 students who were level 1 on the FAST PM3. During our collaborative planning, we plan to use the Academic Vocabulary Instruction evidence-based intervention strategies to implement during ELA instruction and across the curriculum. We are also currently working on helping our staff during collaborative planning to have a clear understanding of the BEST standards and how students are assessed.

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

With the implementation of a clear understanding of the BEST standards and with gradual-release interventions, an increase of 10% of the students in grades K-2 that are on track to score level 3 or above will be evident in the comparison from the FAST PM1 and FAST PM3 data in 2024.

Grades 3-5 Measurable Outcomes

With the implementation of data-driven, research-based instruction in vocabulary, an increase of 10% of the students in grades 3-5 that are on track to score Level 3 will be evident in the comparison of the PM1 and PM3 in 2024.

Monitoring

Monitoring

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

The Leadership team will conduct quarterly data chats with teachers after PM1, to plan for the adjustment of student goals and instructional implications. Students not showing adequate growth during our Progress Monitoring and i-Ready assessments will be given extended learning opportunities.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Clemmons, Omelia, oclemmons@dadeschools.net

Evidence-based Practices/Programs

Description:

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

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

The research-based program being implemented to achieve a 10% increase in our students' vocabulary skills will be Academic Vocabulary Instruction. In addition, we will use IReady and graphic organizers given to our ELA instructional coach from the Education Transformation Office. Focusing on the standards during collaborative planning will be based on the MDCPS Florida's B.E.S.T. Standards English Language Arts Planning Cards. These collaborations will help to create focused, standard-based lesson plans that will improve instructional effectiveness and student achievement.

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?

Collaborative Planning based on the B.E.S.T ELA Standards infused with Academic Vocabulary Instruction will ensure that the teachers are using the benchmarks for standards and planning for mastery of goals that students are expected to obtain by the end of the school year. To build mastery teachers will continue to collaborate, review, and plan for grade-level benchmarks and expectations. If skills are not mastered students will be given instruction and practice opportunities during their Differentiated Instruction time.

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
8/17-9/29 Teachers will participate in their weekly collaborative meetings. As a result, they will better understand the standards and how to implement them based on their grade level.	Guthrie, Elda, ewilliams@dadeschools.net
8/17- 9/29 ELA Teachers will receive support from the instructional coach to ensure effective development and implementation of the instruction for the population of students we serve.	Guthrie, Elda, ewilliams@dadeschools.net
8/17-9/29 School administration will monitor the implementation of the lessons and provide feedback and/or opportunities for reflection and improvement.	Clemmons, Omelia, oclemmons@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

Information regarding the SIP will be disseminated to stakeholders via our monthly EESAC meeting, a link will be provided on our school webpage and a QR code will be displayed in our main office to allow parents direct access to our School Improvement Plan. All information will be made available in English, Spanish and Creole, to an extent that is practical.

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))

As we move forward this year, we are making every effort to be available in the mornings and after school to interact with our students and parents. In addition, our school continues to create various opportunities for our parents to stay informed through various programs, meetings, and activities offered to discuss various topics related to student achievement and mental well-being. Additionally, we have a Community Involvement Specialist available to offer support and help to parents as needed.

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)

All stakeholders involved in providing instructional guidance and support will continue to attend collaborative planning and utilize professional development opportunities as necessary to strengthen

their craft. In addition, teachers will follow their master schedule to ensure that equitable time is provided in all core subjects as well as the electives. This year Differentiated Instruction has been built into the Master Schedule to ensure that teachers are providing students an opportunity to receive tiered instruction according to their educational needs.

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))

All efforts have been made to share with parents at our Parent Meet and Greet as well documents sent home with students information from Project Up-Start, how to obtain a mobile device, and opportunities for after-school programs. In addition, we have a VPK program. Students are also offered the opportunity to participate in the Do the Right Thing program and D.A.R.E. All of these are offered to allow students early exposure and opportunities to achieve educational excellence and physical and mental well-being.