Charles R Hadley Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Charles R Hadley Elementary School

8400 NW 7TH ST, Miami, FL 33126

http://crhadley.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.

Charles R. Hadley's mission is to ensure student achievement by providing a quality education in a safe, nurturing environment.

Provide the school's vision statement.

Charles R. Hadley's vision is to guarantee all students a solid foundation of knowledge.

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
Schneider, Jordana	Principal	As principal of Charles R. Hadley Elementary, Ms. Jordana Schneider is the Chief Instructional Leader, Manager of the Compliance and Implementation of Procedures for the faculty and staff. Principal Schneider also strives to maintain the integrity, fidelity, and consistency of our students' academic and emotional success. Ms. Schneider's main goal is to ensure a safe healthy school environment for all our students, teachers, staff, and parents.
Lopez-Cao, Norma	Assistant Principal	As the Assistant Principal of Charles R. Hadley Elementary, Ms. Norma Lopez-Cao will provide support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs. Through the coordination with the principal, Ms. Lopez-Cao also helps set goals and objections for both instruction and extracurricular activities.
Batallan, Elaine	ELL Compliance Specialist	As the ELL Compliance Specialist of Charles R. Hadley Elementary, Ms. Elaine Batallan coordinates the ESOL referrals, testing and reevaluation process. Ms. Batallan assists ESOL teachers with determining education alternatives/interventions, which may be available within school. Ms. Batallan also facilitates appropriate professional development, chairs LEP committee meetings, provides staff with ESOL procedures and State Board rules and the Consent Decree, and verifies proper ESOL coding.
Pinto, Margie	Teacher, ESE	As the ESE teacher of Charles R. Hadley Elementary, Mrs. Margie Pinto assists the assistant principal in developing, implementing, and monitoring instructional framework that aligns curriculum with state standards in the area of Special Education. She also oversees effective instructional practices, and reflects on student learning needs and assessments. She coordinates IEP meetings. She provides effective decision-making based on critical thinking and problem solving techniques, leadership development, effective school management, and communication.
Pena, Laura	Teacher, K-12	As the fifth grade ELA teacher at Charles R. Hadley Elementary, Ms. Pena has the ability to lesson plan and successfully instruct students in theories, methods, and tasks. Ms. Pena effectively communicate with others and clearly expresses complex ideas. Ms. Pena has active listening skills to understand and adapt to students' various learning needs. Ms. Pena has knowledge of appropriate learning psychology, styles, and strategies. She has strong public speaking and oral presentation skills. Ms. Pena has excellent organization and time management skills. Ms. Pena holds leadership skills and patience for working with students of all ages.
Izquierdo, Marisol	Reading Coach	As the Reading Coach at Charles R. Hadley Elementary, Ms. Izquierdo generates improvement in reading instruction and reading achievement by conducting on-site, on-going literacy- related professional development;

Name	Position Title	Job Duties and Responsibilities
		modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; and supporting school-wide progress monitoring programs.

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 stakeholder responses from the School Climate Survey were used to identify areas of concerns for the School Improvement Plan. The School Climate Survey data was discussed during grade-level meetings, leadership meetings, faculty meetings, and EESAC meetings to develop targeted strategies.

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

The School Improvement Plan team will monitor the School Improvement Plan on a monthly basis prior to meeting with the EESAC. During the School Improvement Plan team meeting, monthly assessment data of student achievement will be analyzed, and information will be disseminated with all stakeholders involved. After reviewing the academic standards and student achievement particularly for those students with the greatest achievement gap, intervention groups will be adjusted to ensure all receive the necessary support. The action steps will change depending on the specific areas of academic needs as per student assessment data.

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	99%
2022-23 Economically Disadvantaged (FRL) Rate	88%
Charter School	No
RAISE School	No
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) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
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	15	6	3	6	3	0	0	0	33
One or more suspensions	0	1	0	1	0	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	6	10	8	0	0	0	0	24
Course failure in Math	0	0	4	6	7	4	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	4	22	27	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	2	13	15	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	31	24	37	27	30	0	0	0	150

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	0	6	6	15	13	0	0	0	40

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	1	0	6	4	0	0	0	0	0	11
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	11	14	6	6	9	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	10	3	3	0	0	0	22
Course failure in Math	0	1	2	7	5	7	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	9	15	42	0	0	0	66
Level 1 on statewide Math assessment	0	0	0	6	11	40	0	0	0	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	14	22	17	46	0	0	0	100

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	5	11	9	33	0	0	0	59

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	9	0	0	0	0	0	12
Students retained two or more times	0	0	0	2	0	1	0	0	0	3

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	11	14	6	6	9	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	10	3	3	0	0	0	22
Course failure in Math	0	1	2	7	5	7	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	9	15	42	0	0	0	66
Level 1 on statewide Math assessment	0	0	0	6	11	40	0	0	0	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	14	22	17	46	0	0	0	100

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	5	11	9	33	0	0	0	59

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	9	0	0	0	0	0	12
Students retained two or more times	0	0	0	2	0	1	0	0	0	3

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	56	60	53	58	62	56	60		
ELA Learning Gains				67			54		
ELA Lowest 25th Percentile				57			48		
Math Achievement*	60	66	59	59	58	50	54		
Math Learning Gains				68			29		
Math Lowest 25th Percentile				67			32		
Science Achievement*	57	58	54	60	64	59	49		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	76	63	59	62			64		

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	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	307
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	59			
AMI				
ASN				
BLK				
HSP	61			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT				
FRL	60			

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	44			
ELL	64			
AMI				
ASN				
BLK				
HSP	62			
MUL				
PAC				
WHT				
FRL	61			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	56			60			57					76
SWD	22			38			43				5	66
ELL	51			58			57				5	76
AMI												
ASN												
BLK												
HSP	56			61			57				5	75

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT												
FRL	56			56			56				5	73

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	58	67	57	59	68	67	60					62
SWD	22	47	42	31	62	83	26					40
ELL	58	68	56	61	72	70	63					62
AMI												
ASN												
BLK												
HSP	58	68	57	59	68	68	60					61
MUL												
PAC												
WHT												
FRL	56	66	58	55	65	65	58					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	60	54	48	54	29	32	49					64
SWD	29	30		29	40							42
ELL	63	62	58	56	30	38	51					64
AMI												
ASN												
BLK												
HSP	60	53	48	54	28	32	49					64
MUL												
PAC												
WHT												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
FRL	57	51	50	50	29	32	48					61

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	45%	52%	-7%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	63%	-9%	59%	-5%
04	2023 - Spring	70%	64%	6%	61%	9%
05	2023 - Spring	49%	58%	-9%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	50%	-2%	51%	-3%

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 Science in Grade 5. After analyzing the data from the Statewide Science assessment 54% of our students demonstrated proficiency. The contributing factors that led to this area needing improvement may be student attendance, language acquisition, and vocabulary development particularly within our large ELL population.

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 in the area of Science in Grade 5. After analyzing the data from the 2022 Statewide Science assessment as compared to the 2023 Statewide Science assessment we demonstrated a 6 percentage decline from 60% to 54%. The contributing factors that led to this decline were the lack of fidelity to implementing Science Labs as recommended on the Science District Pacing Guides and hands-on real world instructional approach in the classroom.

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 results of the FAST PM3 ELA show that 40% of students in Grade 3 scored a level 1 compared to the state average of 27%. This indicates a 13% difference and the greatest gap when compared to the state average. Additionally, the FAST PM3 ELA shows 32% of students in grade 4 scored a level 1 compared to the state average of 23%. This is a 9-percentage point difference between our school and the state average. The contributing factors that led to this gap are that we had a large increase in NEWCOMERS ELL level 1 students during the 2022-2023 school year. Another contributing factor that led to this area needing improvement was the change in Reading standards from LAFS to Best Standard.

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 Grade 4. After analyzing the data from FAST PM3, we are 71% 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 i-Ready.

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

After reflecting on the EWS data from Part I, an area of potential concern is the number of students with 16-30 absences at 20% during the 2022-2023 school year. Another area of potential concern is that 33% of students at Charles R. Hadley Elementary had 0-5 absences when compared to the district that had 29%.

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

After reviewing the data, Charles R. Hadley Elementary will focus on improving Science proficiency levels by implementing hands-on and cooperative learning with fidelity to the implementation of the recommended science labs. In addition, we will focus on improving ELA and Mathematics proficiency levels through the implementation of the new BEST standards and providing differentiated instruction. Attendance will also be a priority during the 2023-2024 school year as all stakeholders will monitor students with unexcused absences and intervene immediately. An effort will be made to recognize students with perfect attendance on a monthly basis.

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

#1. 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.

Based on the 2022-2023 School Climate Survey 36% of employees strongly agreed, while 49% agreed they frequently felt overwhelmed or overloaded. This data has increased from the 2021-2022 School Climate Survey where only 19% of employees strongly agreed and 37% agreed that they frequently felt overwhelmed or overloaded. Overall, there was a 29% increase of staff that strongly agreed or agreed they frequently felt overwhelmed or overloaded. To alleviate the overwhelming feelings of employees we will implement
the practice of mindfulness. As a result of implementing this practice, we expect to reduce the percentage of
employees feeling overwhelmed.

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

Based on the 2022-2023 School Climate Survey 36% of employees strongly agreed, while 49% agreed they frequently felt overwhelmed or overloaded. This data has increased from the 2021-2022 School Climate Survey where only 56% of employees strongly agreed or agreed that they frequently felt overwhelmed or overloaded. If the practice of mindfulness is implemented with fidelity the percentage of employees feeling overwhelmed and overloaded will decrease by 40%.

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

The principal will ensure the practice of mindfulness is implemented with fidelity by ensuring various events and activities occur in a timely fashion.

Person responsible for monitoring outcome:

Jordana Schneider (jschneider@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 selected to improve this area of focus is mindfulness. Mindfulness is a practice that allows for individuals to be in a place of being open and active in the present. Research suggests that in an educational setting, practicing Mindfulness can benefit individuals' well-being.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The practice of mindfulness has been selected because it is a proven evidence based strategy that reduces stress and burnout for teachers. It will be critical to implement the mindfulness practices in a consistent and timely manner to decrease the number of teachers feeling overwhelmed and overloaded.

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.

Show five minute Mindfulness training videos during monthly faculty meetings. As a result, faculty members will feel motivated and comfortable to continue with the practice of mindfulness.

Person Responsible: Jordana Schneider (jschneider@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

Daily motivational quotes will be added to the morning announcements to provide teachers with positive affirmations that will help them throughout the day. As a result, teachers will start their day with a positive mindset which will set a productive tone in the classroom.

Person Responsible: Jordana Schneider (jschneider@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

Our Mental Health Coordinator will present the benefits of mindfulness during a designated faculty meeting. As a result, teachers will have the opportunity to have an active role in mindfulness.

Person Responsible: Jordana Schneider (jschneider@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

#2. Instructional Practice specifically relating to Science

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

According to the 2023 FSA proficiency data, 47% of the 5th graders are proficient in Science. The 2022 FSA proficiency data shows that 60% of the 5th graders are proficient in Science. Based on the data, the 13% proficiency decrease in 5th grade addresses this critical need.

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

With the implementation of Interactive Learning Environments such as EduSmart, an additional 4% of grades 5 will score at grade level or above in the area of Science by the 2023-2024 state assessment.

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

Science teachers will plan and develop interactive learning environments for students to become proficient in Science. They will take the students twice a month to conduct Science labs and will include these labs in their lesson plans. The Leadership Team will follow up with regular walkthroughs to ensure that the interactive learning environments are taking place.

Person responsible for monitoring outcome:

Norma Lopez-Cao (nlopez-cao@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 Instructional Practice, our school will focus on the evidence-based strategy of: Science Interactive Learning Environments. Science Interactive Learning Environments will allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of pre-requisite skills, academic vocabulary, and instructional/metacognitive processes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Interactive Learning Environments will ensure that students participate in Science labs. These labs will allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of pre-requisite skills,
academic vocabulary, and instructional/metacognitive processes.

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.

Science teachers will work together to develop lesson plans and hands on
experiments to use in science labs. As a result, teachers will collaborate and student scores will show a steady increase.

Person Responsible: Norma Lopez-Cao (nlopez-cao@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

Students will participate in bi-weekly science labs to aid in the increase of student proficiency. As a result, students will develop a love for science and gain deep insight in grade-level science concepts.

Person Responsible: Norma Lopez-Cao (nlopez-cao@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

Administration will look for evidence of interactive learning environments in the teacher's lesson plans. As a result, feedback will be provided to teachers in a timely fashion.

Person Responsible: Norma Lopez-Cao (nlopez-cao@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

#3. 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 mathematics proficiency data, 54% of the 3rd grade students are proficient in mathematics, 70% of the 4th grade students are proficient in mathematics, and 49% of the 5th grade students are proficient in mathematics. According to the 2022-2023 FAST ELA proficiency data, 45% of the 3rd grade students are proficient in ELA, 48% of the 4th grade students are proficient in ELA, and 50% of the 5th grade students are proficient in ELA. The 2021-2022 FSA mathematics proficiency data, 59% of the 3rd grade students are proficient in mathematics, 51% of the 4th grade students are proficient in mathematics, and 54% of the 5th grade students are proficient in mathematics. According to the 2021-2022 FSA ELA proficiency data, 43% of the 3rd grade students are proficient in ELA, 43% of the 4th grade students are proficient in ELA, and 60% of the 5th grade students are proficient in ELA. Based on the evidence, Data-Driven Differentiated Instruction is a proven approach to
address this critical need.

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 Differentiated Instruction, an additional 10% of the 3rd-5th grade population will score at grade level or above in area of ELA, an additional 15% of the 3rd-5th grade population will score at grade level or above in area of mathematics by the
2023-2024 FAST state assessments.

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walk-throughs to ensure quality instruction is taking place. Data analysis of formative assessments in math will be reviewed monthly to observe progress. Teachers will utilize data trackers for monitoring OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are
demonstrating growth on targeted standards. Extended learning opportunities will be provided to those students that are not showing growth on OPMs.

Person responsible for monitoring outcome:

Marisol Izquierdo (m_izquierdo@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.)

Our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data Driven Instruction will assist in accelerating the learning gains in Math as is a systematic approach of instruction to meet students needs. Data-Driven Instruction will be monitored using data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to students' needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

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.

Bi-weekly grade level meetings will be conducted by grade level chairs for the purpose of discussing ongoing progress monitoring data. As a result, students will receive the appropriate acceleration during differentiated instruction.

Person Responsible: Marisol Izquierdo (m_izquierdo@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

Professional development for teachers during collaborative planning on effective implementation of differentiated instruction aligned to the student data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student data tracker folders, and posted groups.

Person Responsible: Marisol Izquierdo (m_izquierdo@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

Administration will look for evidence of data-driven, differentiated instruction and differentiated student work samples. As a result, weekly walkthroughs will be conducted and coaching support will be provided if requested.

Person Responsible: Jordana Schneider (jschneider@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

#4. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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.

We decided to focus on Instructional Coaching/Professional Learning to address the critical needs within our school. The 2022-2023 data reveals 36% of the staff believes the staff morale is high at the school, as compared to 55% from the 2021-2022 survey. To increase this percentage, we selected Instructional Coaching/Professional Learning because it will create teams of leaders that will share the principal's vision and
mission in a positive manner with the staff.

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

If we successfully implement the Targeted Element of Instructional Coaching/Professional Learning, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2022-2023 school year.

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

The Leadership Team will create a rotating schedule to conduct walkthroughs and offer immediate feedback to teachers that will assist in improving practices and strategies to ensure student success. To ensure we are on the right track, teachers will share highlighted best practices during common planning, TLC's and faculty meeting.

Person responsible for monitoring outcome:

Norma Lopez-Cao (nlopez-cao@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 Instructional Coaching/Professional Learning, we will focus on the evidence-based strategy of: Consistent, Developmental Feedback. By Creating protocols which allow for honest communication and feedback amongst all stakeholders, we hope to create an environment that promotes
teacher development and growth in practice.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Providing staff with ongoing feedback, will establish open relationships that will promote professional growth and success. This process will allow for all stakeholders to carry on the vision, the mission and focus on goals for 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.

Leadership Team will create a schedule to conduct walkthroughs on a weekly basis. Focusing evidence-based strategy of: Consistent, Developmental Feedback. As a result, honest communication and feedback that promotes teacher development and growth will be given in a timely matter.

Person Responsible: Norma Lopez-Cao (nlopez-cao@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

Leadership Team will provide training on understanding IPEGS performance standard indicators. This will allow for verification of what the expectations are for teachers. As a result, this will assist teachers in carrying-on the vision and mission and focus on individual goals for student achievement.

Person Responsible: Norma Lopez-Cao (nlopez-cao@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

Teachers will be provided the opportunity to share best practices during faculty meetings and grade-level meetings. As a result, teachers will develop leadership roles and will be given the opportunity to provide coaching support to their collegues.

Person Responsible: Norma Lopez-Cao (nlopez-cao@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

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

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

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

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

Grades 3-5 Measurable Outcomes

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.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

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?

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?

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

Title I Requirements

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

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

The goal of the School Improvement Plan (SIP) process is to create a strong plan to raise student achievement at Charles R. Hadley Elementary. The SIP will build off of previous work in our school, including last year's SIP. All stakeholders will participate in discussions based on an analysis of data about our school's performance. During EESAC meetings, stakeholders will reflect on school-specific needs identified through data analysis and be aligned to the priorities outlined by the B.E.S.T. standards. The SIP will be regularly updated throughout the year if student work suggests that progress is not on track.

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))

Charles R. Hadley Elementary will listen actively and empathetically to all stakeholders. The school will take the necessary steps to build trust and collaboration while actively listening empathetically to all stakeholder groups. Hadley will show genuine interest and curiosity in the stakeholders perspectives, opinions, and feelings, and avoid interrupting, judging, or dismissing them.

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)

Charles R. Hadley Elementary will set high expectations for student achievement. The staff at Hadley will make sure that students perform at or above expectations. The leadership team will solve problems so students will receive services. Teachers will use up to date research and technology and plan instructional strategies. In the classroom, teachers will apply higher-order learning skills.

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))

Charles R. Hadley Elementary plan will include a description of the strategies that the school will implement to address school and student needs, including a description of how such strategies will address the needs of
all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include:
Counseling, school-based mental health programs, specialized instructional support
services, mentoring services, and other strategies to improve students' skills outside the
academic subject areas.

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))

Students mental health is a priority. We will have activities throughout the year to ensure students' receive mental health services. Example of strategies to improve students' academic success includes: Student of the Month, Glad You are Here, Values Matters, Attendance Dance, and classroom presentations on bullying.

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))

Classroom instruction is aligned with the skills needed for success in the workforce. Teachers prepare individuals to be successful in any of a full range of secondary or postsecondary education options, including a hands-on approach to learning. Students also receive counseling to support students in achieving the individual's educational and career based goals.

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).

To address problem behaviors we will use de-escalation strategies. Attendance Committee meetings as an attendance Intervention plan and the team will meet monthly. The schoolwide planning team will review the four components of the schoolwide plan template. These include: (1) A Comprehensive Needs Assessment, (2) Schoolwide Reform Strategies, (3) Activities to Ensure Mastery, and (4) Coordination and Integration to meet the Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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))

ELA teachers will attend ICADs meetings monthly, in house Professional Development workshops to present the most up-to-date information released by the state, trainings on data and the use of the Performance Matters platform, an in depth training of Schoology, Mental Health Professional Development training, and how to implement Science Labs according to the district's pacing guides.

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))

Prekindergarten teachers develop a structure of events that occur each day, such as morning, evening, and mealtime routines. This structure supports children in understanding the predictable nature of these routines and helps children develop a sense of what is expected of them. PreK teachers consistently model and practice a variety of solutions to common social problems for children, such as trading toys. In addition, teachers ensure that children have the knowledge and tools necessary to respond to social situations in positive ways.

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: Positive Culture and Environment: Other	$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	$0.00
3	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00
4	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	$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.

No