

Miami-Dade County Public Schools

Virginia A Boone Highland Oaks School



2023-24

Schoolwide Improvement Plan (SIP)

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Virginia A Boone Highland Oaks School

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<http://vabhighlandoaks.dadeschools.net/>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Virginia A. Boone Highland Oaks Elementary School is to develop a sense of pride, citizenship, and respect for the safety, rights, and property of every member of our multicultural community, while we continue to emphasize a nurturing environment in which all students become creative problem solvers, critical thinkers, and effective communicators in our ever changing technological world.

Provide the school's vision statement.

The vision of Virginia A. Boone Highland Oaks Elementary School is to be a premier institution of elementary education that inspires students to open their minds to the limitless universe of learning.

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
Lichtman, Alexandra	Principal	First in command in the school responsible to provide school wide leadership, ensure curriculum development, teacher supervision, student discipline, parent engagement, student achievement, professional development, safety, policy implementation, problem solving, and legal compliance.
Garcia, Lissette	Assistant Principal	Second in command in the school responsible for implementation of school wide objective and goals, monitor academic progress, over exceptional student education, enforce disciplinary actions school wide, coordinate all state testing oversee personnel and maintenance of the building.
Goldberg, Jessica	Teacher, PreK	Classroom teacher for our Fee-Based VPK Class, PD Liaison and Mindfulness Champion

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Involving stakeholders in the SIP development process, allowed for their input and perspectives to be valued, leading to a more inclusive and comprehensive plan that reflected the needs of the entire school

community. This collaborative approach fostered a sense of ownership and commitment, which increased the likelihood of successful implementation and positive outcomes.

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 regularly be monitored for effective implementation in various ways including data analysis, achievement gap analysis, collaborative data discussions and classroom walkthroughs and observations. At the end of each quarter, revisions will be made to the SIP based on the data collected from all these sources.

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	No
2022-23 Minority Rate	72%
2022-23 Economically Disadvantaged (FRL) Rate	66%
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) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: 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	24	17	14	15	18	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	7	5	2	11	0	0	0	25
Course failure in Math	0	0	1	4	3	11	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	6	11	18	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	6	21	25	0	0	0	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	29	29	17	23	0	0	0	108

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	3	6	14	23	0	0	0	46

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	7	0	0	0	0	0	9
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	58	26	46	38	25	36	0	0	0	229
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	5	6	3	3	0	0	0	0	0	17
Course failure in Math	7	2	1	9	0	0	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	6	7	7	0	0	0	20
Level 1 on statewide Math assessment	0	0	0	12	8	16	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	5	5	1	6	0	0	0	0	0	17

The number of students identified retained:

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

Prior Year (2022-23) 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	23	17	11	16	18	4	0	0	0	89
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	0	5	11	1	0	0	0	23
Course failure in Math	0	0	0	5	12	7	0	0	0	24
Level 1 on statewide ELA assessment	0	0	0	15	18	14	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	26	26	22	0	0	0	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	28	25	23	24	23	0	0	0	131

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	2	0	18	24	15	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	1	0	5	0	0	0	0	0	6
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*	67	60	53	69	62	56	61		
ELA Learning Gains				66			49		
ELA Lowest 25th Percentile				58			32		
Math Achievement*	57	66	59	64	58	50	51		
Math Learning Gains				69			22		
Math Lowest 25th Percentile				65			11		
Science Achievement*	48	58	54	61	64	59	30		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	67	63	59	60			68		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	315
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	512
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	46			
ELL	49			
AMI				
ASN				
BLK	50			
HSP	60			
MUL				
PAC				
WHT	77			
FRL	55			

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	50			
ELL	58			
AMI				
ASN				
BLK	63			
HSP	62			
MUL				
PAC				
WHT	73			
FRL	58			

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	67			57			48					67
SWD	52			40			30				5	47
ELL	52			39			30				5	67
AMI												
ASN												
BLK	55			34			36				4	
HSP	65			57			42				5	65
MUL												
PAC												
WHT	80			75			69				4	
FRL	53			44			50				5	54

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	69	66	58	64	69	65	61					60
SWD	40	57	53	38	60	69	33					50
ELL	43	50	54	52	83	80	43					60
AMI												
ASN												
BLK	62	73	60	56	65		62					
HSP	63	61	53	59	71	71	60					58
MUL												
PAC												
WHT	88	69		78	69		60					
FRL	59	67	52	52	64	65	48					57

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	61	49	32	51	22	11	30					68
SWD	33	25	18	31	25	0	27					41
ELL	55	62		50	38		40					68
AMI												
ASN												
BLK	55	45		42	25		35					
HSP	56	45	60	47	22	10	16					72
MUL												
PAC												
WHT	72	59		63	23		42					
FRL	48	32	20	35	9	7	17					66

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	60%	56%	4%	54%	6%
04	2023 - Spring	62%	58%	4%	58%	4%
03	2023 - Spring	68%	52%	16%	50%	18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	63%	-11%	59%	-7%
04	2023 - Spring	61%	64%	-3%	61%	0%
05	2023 - Spring	48%	58%	-10%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	50%	-9%	51%	-10%

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 performing data component was the FAST 5th grade math scores; which indicated 55% of our students performed below grade level. This grade level also showed low performance in reading which we believe played a role on their low math performance.

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

Our math scores in grades 3-5 have shown the greatest decline from prior years. The implementation of the math B.E.S.T standards, we believe, was a major contributing fact to this decline.

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

The data component that had the greatest gap when compared to the state average was our 3rd grade Math showing 52% proficiency compared to state-wide proficiency of 59%. The contributing factors to this gap, we believe, are student absenteeism, gradual delivery of instructional materials, and the influx of ELL students.

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

Our highest performing data components were our Kindergarten FAST Reading scores . Data indicates 70% of our kindergarten students were at/above the 50th percentile in Early Literacy and 100% of our kindergarten students were at/above the 50th percentile on STAR Reading. The implementation of the Reading Tutoring Grant allowed us to hire an interventionist just for our primary students. We feel this action led to an increase in student achievement for this group of students.

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

Reflecting on our EWS data, attendance is an area of concern for our school. We had over 25 students with 30+ absences for the school year.

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

1. Math Performance 3rd-5th grade
2. Science
3. Attendance
4. Writing 4th & 5th grade

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 Collaborative Planning**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 FAST PM3 data, 54% of 3rd-5th grade students were proficient in Math as compared to the previous year of 64% showing proficiency. Based on the data and the identified contributing factors of: absenteeism, gradual delivery of instructional materials, and influx of ELL students; we will implement the targeted element of collaborative planning.

Measurable Outcome:

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

With the implementation of collaborative planning through collaborative data chats, 3rd-5th grade Math proficiency will increase by five percentage points on the FAST assessment by June 6, 2024.

Monitoring:

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

The Leadership Team will conduct monthly walk throughs to review lesson plans for indication of collaborative planning through collaborative data chats.

Person responsible for monitoring outcome:

Alexandra Lichtman (alichtman@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 collaborative planning through collaborative data chats, our school will focus on the Evidence-based Intervention of: Collaborative Data Chats to influence student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction. Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

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 assess the diverse learning needs, abilities, and interests of their students. As a result of assessing student needs, teachers will have gathered information about their students' strengths and areas of growth.

Person Responsible: Alexandra Lichtman (alichtman@dadeschools.net)

By When: 9/29/2023

8/17-9/29 Teachers will clearly define the learning objectives for the lesson or unit. As a result of setting clear learning objectives, the teacher will ensure alignment with grade level standards.

Person Responsible: Alexandra Lichtman (alichtman@dadeschools.net)

By When: 9/29/23

8/17-9/29 Teachers will plan flexible instructional strategies. As a result of planning flexible instructional strategies, the students will utilize strategies that include visual aids, manipulatives, technology, and cooperative learning structures.

Person Responsible: Alexandra Lichtman (alichtman@dadeschools.net)

By When: 9/29/23

#2. Instructional Practice specifically relating to Student Engagement

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 Science FCAT data, 41% of our 5th grade students were scoring proficient as compared to the 2022 data, which showed 60% proficiency. Based on the data and the identified contributing factors of: students limited background knowledge and use of hands-on experiments; we will implement the targeted element of student engagement specifically relating to science.

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 environment, 5th grade Science proficiency will increase by five percentage points on the FCAT assessment by June 6, 2024.

Monitoring:

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

The Leadership Team will conduct monthly walk throughs to review lesson plans for for indication of student engagement in an interactive learning environment.

Person responsible for monitoring outcome:

Alexandra Lichtman (alichtman@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 student engagement, our school will focus on the Evidence-based Intervention of: Interactive Learning Environment to influence student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Interactive Learning Environments allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of prerequisite 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.

8/17-9/29 Teachers will organize the classroom to ensure they have the necessary supplies and lab equipment. As a result of the classroom setup, teachers will promote scientific inquiry and exploration in the classroom setting.

Person Responsible: Alexandra Lichtman (alichtman@dadeschools.net)

By When: 9/29/23

8/17-9/29 Teachers will administer a pre-test and analyze its data. As a result of this pre-test data, teachers will be able to gauge students' prior knowledge and identify any learning gaps.

Person Responsible: Alexandra Lichtman (alichtman@dadeschools.net)

By When: 9/29/23

8/17-9/29 Teachers will establish expectations for both students and parents. As a result of setting expectations, both students and parents will have set guidelines to follow for participation, behavior, safety protocols, and academic integrity.

Person Responsible: Alexandra Lichtman (alichtman@dadeschools.net)

By When: 9/29/23

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

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

According to the 2023 Early Warning Indicator report on PowerBI, 25% of our students missed 16-30 days of school as compared to the District of 20% of students missing 16-30 days of school. Based on the data and the identified contributing factors of: health issues, transportation, lack of motivation and limited parental involvement; we will implement the targeted element related to attendance.

Measurable Outcome:

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

With the implementation of Attendance Initiatives, attendance across Kindergarten through 5th grade will increase by five percentage points on the June 6, 2024 district attendance reports.

Monitoring:

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

The Leadership Team will monitor monthly attendance reports from PowerBI to determine if the implementation of Attendance Initiatives is having a positive impact on reducing the number of absenteeism.

Person responsible for monitoring outcome:

Alexandra Lichtman (alichtman@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 attendance, our school will focus on the evidence-based intervention of: Attendance Initiatives. Attendance Initiatives will assist with improving our attendance rates and ensure students have continuity of learning and regular access to instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/17-9/29 Leadership Team will communicate attendance expectations at the opening of school parent meeting. As a result of setting expectations, both students and parents will have set guidelines to follow.

Person Responsible: Alexandra Lichtman (alichtman@dadeschools.net)

By When: 9/29/23

8/17-9/29 Leadership Team will conduct surveys to involve students in the decision-making process of attendance incentives. As a result of student involvement, students will feel empowered to take ownership of their school experience and attendance.

Person Responsible: Alexandra Lichtman (alichtman@dadeschools.net)

By When: 9/29/23

8/17-9/29 Leadership Team will implement a reward system, based on student input, to recognize and celebrate students with excellent attendance. As a result of implementing a reward system, students will be motivated to attend classes consistently reducing absenteeism and tardiness.

Person Responsible: Alexandra Lichtman (alichtman@dadeschools.net)

By When: 9/29/23

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

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

According to the 2023 Student Climate Survey Data, only 50% of the student population indicated "my school cares about my social and emotional well-being." Based on the data and the identified contributing factors of lack of personal connection and the demand to focus on academic performance; we will be implementing the targeted element of Social & Emotional Learning.

Measurable Outcome:

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

With the implementation of Staff-Student Connections focusing on the targeted element of Social & Emotional Learning across Pre-K through 5th grade, student responses, specific to social and emotional well-being, will increase by five percentage points on the year end School Climate Survey.

Monitoring:

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

The Leadership Team, along with classroom teachers, will schedule regular check-ins with students to discuss their well-being, concerns, and any challenges they may be facing. These can be via conversations or surveys and can provide valuable insights into students' social and emotional needs.

Person responsible for monitoring outcome:

Alexandra Lichtman (alichtman@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 Social & Emotional Learning, our school will focus on the evidence-based intervention of: Staff-Student Connections to help increase students' sense of belonging and feeling "heard."

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Building Staff-Student Connections can help increase students' sense of belonging at school. This practice consists of providing opportunities for students to interact with adults outside of the context of academic learning and disciplinary actions. Staff-Student Connections can occur through various means such as, but not limited to, visibility of staff during arrivals/lunch/dismissal, quick check in/out activities at the start and/or end of each class, activities, or lessons.

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 administer surveys to students to gather feedback on their overall well-being, sense of belonging, and satisfaction with the support they receive. As a result of this data collection, teachers can identify areas of improvement and track changes over time.

Person Responsible: Alexandra Lichtman (alichtman@dadeschools.net)

By When: 09/29/23

8/17-9/29 The "Mindfulness Champion" will provide school-wide mindfulness practices. As a result, students will be able to improve their social and emotional well-being by reducing stress and improving mental health.

Person Responsible: Jessica Goldberg (269274@dadeschools.net)

By When: 09/29/23

8/17-9/29 The school counselor will provide informational sessions for teachers to support in creating a welcoming environment in the classroom. As a result, teachers will learn how to support and address the social and emotional needs of students.

Person Responsible: Alexandra Lichtman (alichtman@dadeschools.net)

By When: 9/29/23

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).

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.

None

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))

None

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)

None

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))

None

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))

None

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))

None

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).

None

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))

None

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))

None

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

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

No