

Miami-Dade County Public Schools

# Holmes Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Holmes Elementary School

1175 NW 67TH ST, Miami, FL 33150

<http://holmes.dadeschools.net>

## School Board Approval

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

## SIP Authority

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

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

### Additional Target Support and Improvement (ATSI)

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

### Targeted Support and Improvement (TSI)

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

### Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

## **Purpose and Outline of the SIP**

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

## I. School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

At Holmes Elementary School our mission for the 2022-2023 school year is to produce successful lifelong learners. During this mission we will incorporate strategies that create a culture of high expectations in a strong educational atmosphere that is positive, safe and engaging for all students.

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

Our vision at Holmes Elementary School for the 2022-2023 school year is to develop well-rounded students who aspire to achieve their full potential. This vision, shared by all, will strengthen instructional capacity, incorporate meaningful parent engagement, and unify the relationship between our school and all stakeholders.

### 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
Fuller, Launa	Principal	Ms. Launa Fuller is the principal of Holmes Elementary School. Her duties and responsibilities include overseeing all aspects of day-to-day building operations. These task include but are not limited to curriculum, student achievement, payroll, personnel and safety. Her leadership style is one that empowers all members of her staff. Her leadership team members understand the task and are willing and ready to help move Holmes Elementary School to the next level.
Johnson, Cliffina	Assistant Principal	<p>Ms. Johnson is the Assistant Principal. Her responsibilities include:</p> <ul style="list-style-type: none"> <li>Principal's Designee</li> <li>Overseeing all grade levels</li> <li>Attendance (Student/Staff)</li> <li>Gradebook Manager</li> <li>Curriculum &amp; Instruction / (All Grade Level Chairs)</li> <li>ESOL</li> <li>Fire Drills (Emergency Preparedness)</li> <li>Free &amp; Reduced Meal Program</li> <li>Gradebook Manager</li> <li>IPEGs Evaluations</li> <li>PTSA / Parent Involvement</li> <li>Master Schedule</li> <li>(SIP) School Improvement Plan</li> <li>School Support Personnel</li> <li>Property Control</li> <li>Technology</li> <li>Textbooks Inventory</li> <li>Title I</li> <li>Testing Chairperson</li> <li>Other responsibilities assigned by the Principal</li> </ul>
Dawkins, Matthew	Teacher, ESE	<p>Mr. Dawkins is our ESE teacher for intermediate grades.</p> <p>Some of his additional duties include:</p> <ul style="list-style-type: none"> <li>Behavior Plans/Contracts</li> <li>Discipline</li> <li>ESE (IEPs)</li> <li>Master Schedule</li> <li>Monitoring Student Achievement (Data) ESE</li> <li>(SIP) School Improvement Plan</li> <li>SSTs/Staffing/RTi Process</li> <li>Student Services</li> <li>SCAMs (Discipline)</li> </ul>
Cash, Carol	Instructional Coach	<p>Ms. Carol Cash is our Instructional Literacy Coach (Intermediate Grades)</p> <p>Her duties and responsibilities include:</p>

Name	Position Title	Job Duties and Responsibilities
		Articulation Common Planning Sessions (Weekly) Curriculum & Instruction Interventions Master Schedule Monitoring Student Achievement School-wide Data Trackers Gradebook Mgr (B/U) (SIP) School Improvement Plan Textbooks Future Educators of America

Ms. Davis-Wright is our Instructional Literacy Coach for primary grades K-2.

Davis-Wright, Nashay	Instructional Coach	Her responsibilities include: Articulation Common Planning Sessions (Weekly) Curriculum & Instruction Interventions Master Schedule Monitoring Student Achievement School-wide Data Trackers (SIP) School Improvement Plan Textbooks
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		Ms. Diaz is our Mathematics Coach (K-5)  Her duties and responsibilities include: Support the development of high quality/effective math instruction at school site; Observe and coach developing math teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology; Work with various teams (administrators, teachers, leaders) to facilitate analysis of data provided by diagnostics, common assessments, and formative assessments; Help teacher teams develop both school wide and classroom intervention plans; Common Planning Sessions (Weekly); Textbooks
Diaz, Loreta	Math Coach	

### 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.



The School Leadership Team met during the summer during Synergy to review and analyze the data. After synthesizing the data the team identified the essential practices and develop action steps to create the School Improvement Plan (SIP).

### 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))

Regular monitoring of the SIP's implementation and its impact on student performance is crucial. Holmes Elementary school monitoring process involves all the following but not limited to meeting to collect data, analysis findings, and adjusting action steps based on the findings.

### Demographic Data

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	100%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: D
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	18	19	22	7	7	0	0	0	73	
One or more suspensions	0	0	2	4	0	0	0	0	0	6	
Course failure in English Language Arts (ELA)	0	0	11	25	16	4	0	0	0	56	
Course failure in Math	0	0	9	10	2	1	0	0	0	22	
Level 1 on statewide ELA assessment	0	0	0	18	22	14	0	0	0	54	
Level 1 on statewide Math assessment	0	0	0	14	15	15	0	0	0	44	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	22	26	46	27	20	0	0	0	141	

**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	12	28	18	12	0	0	0	70

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	18	0	0	0	0	0	18
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	17	19	10	14	10	22	0	0	0	92	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	8	12	13	2	6	0	0	0	41	
Course failure in Math	0	7	10	13	2	2	0	0	0	34	
Level 1 on statewide ELA assessment	0	0	0	20	23	21	0	0	0	64	
Level 1 on statewide Math assessment	0	0	0	20	16	19	0	0	0	55	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	20	23	21	0	0	0	64	

**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	7	10	20	15	22	0	0	0	74

**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	1	4	1	0	0	0	0	6
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	17	19	10	14	10	22	0	0	0	92	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	8	12	13	2	6	0	0	0	41	
Course failure in Math	0	7	10	13	2	2	0	0	0	34	
Level 1 on statewide ELA assessment	0	0	0	20	23	21	0	0	0	64	
Level 1 on statewide Math assessment	0	0	0	20	16	19	0	0	0	55	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	20	23	21	0	0	0	64	

**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	7	10	20	15	22	0	0	0	74

**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	1	4	1	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*	30	60	53	25	62	56	22		
ELA Learning Gains				56			30		
ELA Lowest 25th Percentile				79			38		
Math Achievement*	38	66	59	41	58	50	33		
Math Learning Gains				62			19		
Math Lowest 25th Percentile				58			15		
Science Achievement*	21	58	54	21	64	59	23		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	64	63	59						

\* 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)	TSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	174
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	49

**2021-22 ESSA Federal Index**

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	14	Yes	4	4
ELL	64			
AMI				
ASN				
BLK	27	Yes	1	1
HSP	60			
MUL				
PAC				
WHT				
FRL	27	Yes	1	1

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	22	Yes	3	3
ELL				
AMI				
ASN				
BLK	49			
HSP				

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
MUL				
PAC				
WHT				
FRL	50			

**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**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	30			38			21					64
SWD	18			18							3	
ELL											1	64
AMI												
ASN												
BLK	28			40			21				4	
HSP	50										2	70
MUL												
PAC												
WHT												
FRL	29			37			23				4	

**2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>	<b>ELP Progress</b>
All Students	25	56	79	41	62	58	21					
SWD	0	43		16	50		0					
ELL												
AMI												
ASN												

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
BLK	25	57	78	42	62	58	23					
HSP												
MUL												
PAC												
WHT												
FRL	24	57	83	41	63	61	22					

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	22	30	38	33	19	15	23					
SWD	0			13								
ELL												
AMI												
ASN												
BLK	22	27	27	34	20	10	22					
HSP	21			29								
MUL												
PAC												
WHT												
FRL	22	30	38	33	19	15	23					

### 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	43%	56%	-13%	54%	-11%
04	2023 - Spring	38%	58%	-20%	58%	-20%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	17%	52%	-35%	50%	-33%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	35%	63%	-28%	59%	-24%
04	2023 - Spring	49%	64%	-15%	61%	-12%
05	2023 - Spring	25%	58%	-33%	55%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	24%	50%	-26%	51%	-27%

### III. Planning for Improvement

#### Data Analysis/Reflection

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

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

According to the FAST PM3, the following grades showed the lowest performance in Reading proficiency: Grade 1 (15%), Grade 2 (18%), and Grade 3 (17%). According to the FAST PM3, the following grades showed the lowest performance in Math proficiency: Kindergarten (34%), Grade 2 (39%), Grade 3 (35%) and Grade 5 (25%). The new resources, standards, and testing platform were contributing factors to overall school-wide performance.

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

The State's average in Reading for Grade 3 was 50%, in comparison to our average of 17%, a difference of 33%. The Miami-Dade County District's average in Reading for Grade 2 was 45%, in comparison to our average of 18%, a difference of 27%.

Additionally, the 2022-2023 FAST PM3 data, 35% of the 3rd grade students were proficient as compared to the 2021-2022 FSA 51% data, which was a 16 percentage points decrease. In addition, 25% of the 5th grade students were proficient as compared to the 2021-2022 FSA 38% data, which was a 13 percentage points decrease.

Additionally, the 2022-2023 STAR data, the Kindergarten students' proficiency was at 34% as compared to the 41% of other tiered schools (T1W/T2/T3), which is a difference of 7 percentage points. Grade 2 data shows a proficiency of 39% as compared to the 44% of other tiered schools (T1W/T2/T3), which is a difference of 5 percentage points.



The factors that contributed to this data were the implementation of new standards, new resources, and a new online assessment platform. Based on the data and the identified contributing factors we will focus on Math strategies through Instructional Coaching and Professional Learning.

**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 which had the greatest gap when compared to the state average in Reading was in grade 3 a difference of 33%. In Math the area which had the greatest gap was found in 5th grade Math a difference of 30%. The factors that contributed to this data for Math included the implementation of new standards, new resources, and a new online assessment platform. The factors that contributed to this data for Reading included evidence of gap in prior knowledge of foundational skills.

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

Reading overall showed the most improvement in grades 3-5. All areas except Grade 5 Math showed improvement. We are still below the 50% proficiency, therefore, we must continue to strategically focus on our reading, math, and science to increase student achievement.

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

Early Warning Systems showed us that student attendance is critical to our overall success. Along with students identified through the MTSS process.

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

Our highest priorities for school improvement for the upcoming school year is in the areas of Reading and Math in Grades 2-5. We will also focus on grade 5 Science through integration of ELA strategies.

Rank 1: Grade 3 Reading

Rank 2: Grade 2 Reading

Rank 3: Grade 3 Math

Rank 4: Grade 5 Math

Rank 5: Grade 5 Science

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### **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 Math****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The State's average in Math for grade 3 was 59%, in comparison to our average of 35%, a difference of 24%.

The State's average in Math for grade 5 was 55%, in comparison to our average of 25%, a difference of 30%. According to the 2022-2023 STAR data, the Kindergarten students' proficiency was at 34% as compared to the 41% of other tiered schools (T1W/T2/T3), which is a difference of 7 percentage points. Grade 2 data shows a proficiency of 39% as compared to the 44% of other tiered schools (T1W/T2/T3), which is a difference of 5 percentage points.

The factors that contributed to this data were the implementation of new standards, new resources, and a new online assessment platform. Based on the data and the identified contributing factors we will focus on Math strategies through Instructional Coaching and Professional 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 Instructional Coaching and Effective Questioning/Response Techniques, an additional 10% of our entire student population will score at grade level or above in the area of Math as evidenced by the 2023-2024 state assessment by June.

**Monitoring:**

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

The Administrative Team will review Coaching cycles and calendars, along with attending Collaborative Planning sessions and classrooms to ensure that Instructional Support/ Coaching is taking place.

The School Leadership Team will conduct walkthroughs looking for evidence of Higher-Order Thinking Questioning, Exit Tickets, and Standard-Aligned Assessments to ensure that Effective Questioning/ Response Techniques are being monitored.

**Person responsible for monitoring outcome:**

Loreta Diaz (loretadiaz@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 Effective Questioning/Response Techniques, our school will focus on the Evidence-based Intervention of: Scaffolding.

Scaffolding will assist with gradually building the students' mathematical reasoning utilizing instructional planning that includes Effective Questioning/ Response Techniques.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Scaffolding is a teaching method that enables a student to solve a problem, carry out a task or achieve a goal through a gradual shedding of outside assistance.

**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.

Transformation Coach will conduct a professional development for math teachers on Professional Development Day. As a result, teachers will gain a clear understanding of the targeted element of Effective Questioning utilizing scaffolding techniques.

**Person Responsible:** Loreta Diaz (loretadiaz@dadeschools.net)

**By When:** 08/15/2023

During collaborative planning, the Math Instructional Coach and Math teachers will design guiding questions for the "Building Understanding" section of lessons. In addition, exit tickets will be created to assess students' understanding. As a result, teachers will be equipped with targeted questions aligned to the standard to ensure that students meet their daily learning targets.

**Person Responsible:** Loreta Diaz (loretadiaz@dadeschools.net)

**By When:** 08/14/2023 - 09/29/2023

Coach will model how to implement the targeted questions and use of exit tickets utilizing the coaching cycle components. As a result, teachers will be provided support for the targeted element and expectations.

**Person Responsible:** Loreta Diaz (loretadiaz@dadeschools.net)

**By When:** 08/14/2023 - 09/29/2023

School Leadership Team (SLT) will conduct bi-weekly walkthroughs to monitor implementation of specific strategies. Timely feedback will be provided to teachers to encourage reflection and shifts in practices. As a result, the team will ensure that actions steps and expectations are done with efficiency and fidelity.

**Person Responsible:** Launa Fuller (pr2501@dadeschools.net)

**By When:** 08/14/2023 - 09/29/2023

**#2. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The State's average in Reading for Grade 3 was 50%, in comparison to our average of 17%, a difference of 33%. Additionally, a data analysis showed that on the FAST PM3 (2022-2023) indicated that 17% of the students in third grade were proficient.

The District's average in Reading for Grade 2 was 45%, in comparison to our average of 18%, a difference of 27%. A data analysis showed that on the FAST PM3 data for second grade indicated that 18% of the second graders were proficient in reading. When comparing the second-grade data of Holmes Elementary to other tiered schools (T1W/T2/T3), Holmes performed 1 percentage point below the others. The factors that contributed to this data was the full implementation of the new ELA benchmarks for third grade students, and the shift in pedagogy for both second and third grade teachers new to the grade level. Another contributing factor was the influx of students who came in to the grade level significantly below.

**Measurable Outcome:**

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

(Grades K-2) With the implementation of the Differentiated Instruction an additional 15% of students in grades K-2 will score at or above grade level in the area of ELA, as evidenced by the 2023-2024 state assessment by June.

(Grades 3-5) With the implementation of the Flexible Strategic Grouping for D.I an additional 15% of the students in grades 3-5 will score at or above grade level in the area of ELA, as evidenced by the 2023-2024 state assessment by June.

**Monitoring:**

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

The area of focus for the implementation of Differentiated Instruction for Grades K-2 will be monitored by:

- The Reading Coach who will conduct weekly walkthroughs to ensure that the result of planning is evident in the classrooms during whole group instruction and monitor the product reviews as physical evidence.
- The Administrative Team will attend Collaborative Planning meetings and conduct walkthroughs for evidence of planned instruction.

The area of focus for the implementation of Differentiated Instruction and Flexible Strategic Grouping for Grades 3-5 will be monitored by:

- The Reading Coach who will conduct weekly collaborative planning meetings and walkthroughs for evidence of planned instruction.
- The Administrative Team and teacher will be able to see evidence in various ways of visual display within the classroom, interactive journals, student's work samples and more.

**Person responsible for monitoring outcome:**

Carol Cash (carolcash@dadeschools.net)

**Evidence-based Intervention:**

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

The Evidence-based Intervention being implemented for this Area of Focus is the use of the Gradual Release of Responsibilities Model. It is a particular style of teaching which structures the method of pedagogy framed around a process beginning with explicit instruction. As a RAISE School, we will continue to implement the use of the Gradual Release of Responsibilities Model (GRRM).

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for use of the GRRM implementation of Academic Vocabulary Instruction is its direct correlation with academic achievement. A richer vocabulary will lead to improved reading comprehension in all learners. Vocabulary Instruction also supports the students' abilities to activate their prior knowledge of words with similar cognates in efforts of promoting critical thinking.

**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.

Provide an in-house professional development training on strategic grouping for differentiated instruction to guide whole and small group instruction. This training will equip teachers on the components of the process of Differentiated Instruction by focusing on data to determine strategic and flexible student groupings. As a result of this practice teachers will be able to use their data to drive instruction in both small and whole group settings.

**Person Responsible:** Carol Cash (carolcash@dadeschools.net)

**By When:** 08/14/2023 - 08/29/2023

During weekly collaborative planning, coaches and teachers will focus on "direct explicit instruction" that aligns to the B.E.S.T standards in differentiated instruction based on data from current reading assessments. Additionally, coaches will conduct walkthroughs to look for evidence of planning. As a result of this practice, evidence of student completion of lessons and updated trackers will be observed by administrators' systems and routine instructional checkpoints.

**Person Responsible:** Nashay Davis-Wright (nashaydm@dadeschools.net)

**By When:** 08/14/2023 - 09/29/2023

ELA coaches will monitor bi-weekly PMA's on-line trackers to help teachers pinpoint areas of concern in whole group instruction. This action will ensure that coaches and teachers are monitoring the students' data and making necessary adjustments in instruction and placement as needed.

**Person Responsible:** Carol Cash (carolcash@dadeschools.net)

**By When:** 08/14/2023 - 09/29/2023

**#3. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

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

According to the 2022-2023 Florida Department of Education (FLDOE) Report Card, Students with Disabilities (SWDs) fell below the 41% proficiency threshold. The Tier 3 population of our school is made up largely by this group of students. Based on this understanding, we will target the Tier 3 population in reading to improve our ESSA percentile.

**Measurable Outcome:**

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

If we successfully implement strategies to support our Tier III students, then our with SWD achievement data will increase by an additional 15 percentage point on the F.A.S.T. Assessment. Which will meet the ESSA proficiency goal.

**Monitoring:**

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

The School Leadership Team will conduct data chats, monitor i-Ready, F.A.S.T., and intervention data consistently. We will also focus our attention on adjusting the grouping and plans of these specified subgroups. By monitoring and adjusting the plan according to data, the school team hopes to improve our ESSA data. The SWD students will be tracked by the ESE teacher to ensure that these students are making improvements.

**Person responsible for monitoring outcome:**

Matthew Dawkins (mjdawkins@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 the Students with Disability Subgroup, we will focus on the strategy of "Ongoing

Progress Monitoring" in ELA. The OPM strategy will assist in accelerating the learning gains of our Tier III students which are the SWD students.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The Ongoing Progress Monitoring strategy will allow teachers and the SLT team to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. This will also ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to 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.

#### Action Step 1:

During the Opening of School Meeting, the administration team will share and discuss academic area for improvement based on the 2023 FSA data. The team will focus on student proficiency across all content and subcategories that fell below 41% specially the Students with Disabilities (SWDs). By sharing the data, the entire staff will understand how the subgroup of SWDs affects overall proficiency.

**Person Responsible:** Matthew Dawkins (mjdawkins@dadeschools.net)

**By When:** 08/14/2023

The ESE teacher will provide additional trainings on supporting SWD students. ESE teacher will provide resources such as communication logs, lesson plans, and accommodation guides.

**Person Responsible:** Matthew Dawkins (mjdawkins@dadeschools.net)

**By When:** 08/14/2023 - 09/29/2023

#### Action Step 2:

The SWD students' data from district assessments will be tracked by the ESE teacher and leadership team to ensure that these students are making improvements towards proficiency. This action will ensure that the SLT and teachers are monitoring these students' data and are making necessary adjustments as needed.

**Person Responsible:** Matthew Dawkins (mjdawkins@dadeschools.net)

**By When:** 08/14/2023 - 09/29/2023



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

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 School Climate Survey feedback from students, 7% disagreed that the school cares about their social and emotional well-being. Additionally, 28% felt angry, 26% felt confused, 9% felt afraid and 7% felt lonely. In response to this data our targeted area of focus is Inclusivity, Tolerance and Anti-Bullying. This data indicates a need for improvement in both student and teacher inclusivity, tolerance and anti-bullying. We will focus on implementing ongoing both student and teacher sensitivity activities in order to increase understanding and acceptance of all students.

**Measurable Outcome:**

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

If we successfully implement Inclusivity, Tolerance and Anti-Bullying, our students' morale will increase which will then decrease disagreement in student responses to whether the school cares about their social and emotional well-being in the School Climate Survey by 5 percentage points. Additionally, it will also decrease students' negative feelings while in school by 10 percentage points in the School Climate survey by June 2024.

**Monitoring:**

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

The Administrative and School Leadership Team will provide sensitivity training and activities by coordinating with our Student Service Team, which includes the Dean of Discipline, School Counselors, and Behavior Counselors and Therapists. The Student Service Team will conduct presentations with all grade levels to increase students understanding, tolerance and acceptance of all people. They will also conduct Professional Development with teachers to increase understanding, tolerance and acceptance of all students.

**Person responsible for monitoring outcome:**

Matthew Dawkins (mjdawkins@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 Area of Focus of Positive Culture and Environment, we will focus on Inclusivity, Tolerance and Anti-Bullying to ensure that our students feel safe and accepted while in school and teachers have the tools to create and foster an inclusive learning environment conducive to students social and emotional well-being.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We want our students to feel welcomed, comfortable and empowered to express themselves as individuals. We aspire to create an environment that ensures that our students voices are heard and respected. We want teachers to foster an environment that nurtures and caters to our students academic, social and emotional 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.

#### Action Step 1.

Conduct Professional Developments with staff on how to create an inclusive classroom, be tolerant of student individual needs and to prevent and remediate bullying.

Date: 8/14/2023

**Person Responsible:** Matthew Dawkins (mjdawkins@dadeschools.net)

**By When:** Date: 8/14/2023

#### Action Step 2.

Conduct student presentations and activities to teach students to accept their classmate's individuality, tolerant of their differences and assist in creating an inclusive environment for all.

**Person Responsible:** Matthew Dawkins (mjdawkins@dadeschools.net)

**By When:** Date(s): 08/17/23 - 10/14/23

#### Action Step 3:

School Leadership Team will monitor expectations. As a result, the team will ensure that actions are put in place to improve students, teachers, and staff relations schoolwide.

**Person Responsible:** Cliffina Johnson (washingtonc@dadeschools.net)

**By When:** Date(s): 08/17/23 - 10/14/23

### 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).

Reviewing funding allocation and ensuring that resources are allocated based on needs is essential to the growth of the school. To start, the school leadership team will solicit feedback from teachers, parents, and other stakeholders on ways to improve the school. We will also analyze the data from the previous year to identify subgroups in need of supplemental resources that we could purchase to assist with closing the gap. Lastly, the leadership team will allocate funds for extended day opportunities.

### Reading Achievement Initiative for Scholastic Excellence (RAISE)

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

The instructional practice specifically relating to Reading/ELA is differentiated instruction. The 2022-2023 FAST Reading/ELA data reports that 29% of the students in kindergarten were proficient; 15% the of students in first grade were proficient; and 18% of students in second grade were proficient. The schoolwide percentage of students demonstrating proficiency in grades K-2 was twenty-three percent.

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

The instructional practice specifically relating to Reading/ELA for grades 3-5 will be the implementation of flexible/strategic grouping. The 2022-2023 FAST Reading/ELA data reports that 17% of the students in third grade were proficient; 38% of the students in fourth grade were proficient; and 43% of the students in fifth grade were proficient. The schoolwide percentage of students demonstrating proficiency in grades 3-5 was thirty percent.

**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**

The 2022-2023 I-Ready AP2 diagnostic assessment states that in grades K-2; 29% of the students demonstrated proficiency. If we implement differentiated instruction strategies during whole group instruction with fidelity, then 20% of students in grades K-2 will demonstrate proficiency in ELA/Reading on the K-2 Star Assessment. This will bring our STAR Median percentile up by 20 percentage points from 2022-2023.

**Grades 3-5 Measurable Outcomes**

The 2022-2023 FAST reading reports that in grades 3-5, 30% of the students demonstrated proficiency. If we implement rigorous differentiated instruction strategies during whole group instruction with fidelity, then the number of students demonstrating proficiency in ELA/Reading will increase by 10% in June 2024.

## Monitoring

### Monitoring

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

The differentiated instruction plan for K-5 will be monitored by the ELA coaches when conducting walk-throughs to ensure that DI is taking place with fidelity and the resources are being implemented. The student folders will be viewed by the coaches for the purpose of monitoring the completion of lessons and updated trackers.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Davis-Wright, Nashay, nashaydm@dadeschools.net

## Evidence-based Practices/Programs

### Description:

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

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

Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. It should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, expose to diverse text, visual stimuli, incorporation into daily dialogue, and associated with the content being taught. Research supports that the implementation of academic vocabulary instruction will boost student reading achievement.

### Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The rationale for selecting academic vocabulary instruction is its direct correlation with academic achievement. A richer vocabulary will lead to improved reading comprehension in all learners. Vocabulary Instruction will aide in the students' ability to activate their prior knowledge of words with similar cognates in efforts of promoting critical thinking.

### **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
K-2: Provide an in-house professional development training on strategic grouping for differentiated instruction to guide whole and small group instruction. This training will equip teachers on the components of the process of Differentiated Instruction by focusing on data to determine strategic and flexible student groupings. As a result of this practice teachers will be able to use their data to drive instruction in both small and whole group settings.	Cash, Carol, carolcash@dadeschools.net
3-5: Provide an in-house professional development training on strategic grouping for differentiated instruction to guide whole and small group instruction. This training will equip teachers on the components of the process of Differentiated Instruction by focusing on data to determine strategic and flexible student groupings. As a result of this practice teachers will be able to use their data to drive instruction in both small and whole group settings.	
K-2: During weekly collaborative planning, coaches and teachers will focus on “direct explicit instruction” that aligns to the B.E.S.T standards in differentiated instruction based on data from current reading assessments. Additionally, coaches will conduct walkthroughs to look for evidence of planning. As a result of this practice, evidence of student completion of lessons and updated trackers will be observed by administrators’ systems and routine instructional checkpoints.	Davis-Wright, Nashay, nashaydm@dadeschools.net
3-5: During weekly collaborative planning, coaches and teachers will focus on “direct explicit instruction” that aligns to the B.E.S.T standards in differentiated instruction based on data from current reading assessments. Additionally, coaches will conduct walkthroughs to look for evidence of planning. As a result of this practice, evidence of student completion of lessons and updated trackers will be observed by administrators’ systems and routine instructional checkpoints.	
K-2: ELA coach will monitor bi-weekly PMA’s on-line trackers to help teachers pinpoint areas of concern in whole group instruction. This action will ensure that coaches and teachers are monitoring the students’ data and making necessary adjustments in instruction and placement as needed.	Cash, Carol, carolcash@dadeschools.net
3-5: ELA coach will monitor bi-weekly PMA’s on-line trackers to help teachers pinpoint areas of concern in whole group instruction. This action will ensure that coaches and teachers are monitoring the students’ data and making necessary adjustments in instruction and placement as needed.	

## 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.

Disseminating the Student Improvement Plan (SIP) effectively is crucial to ensure that all stakeholders are aware of the plan's goals, strategies, and progress. Holmes Elementary plans to do the following to ensure that all stakeholders are: (a) publish the SIP on the school's official website or educational portals. This ensures that parents, students, teachers, and the broader community have easy access to the plan, (b) share the plan and any updates with the EESAC Committee, and (c) display information about the SIP during school open houses, back-to-school nights, and other events that attract parents and community members.

**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))

Holmes provides opportunities for all teachers and parents/guardians to provide their opinion, ideas, and ongoing feedback to Administration. Holmes includes all stakeholders by providing all pertinent and necessary information in a timely manner and through multiple mediums to ensure receipt. Email, social media, text & phone messages, monthly calendars, and flyers are implemented to ensure open and constant communication. Holmes Elementary is constantly analyzing and fine-tuning systems to ensure that we are providing a safe classroom that foster remarkable students' achievement through engagement and learning.

**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)**

For the 2023 - 2024 school year, additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will begin with focusing on student grade-level achievement (proficiency), creating a culture of high expectations, building positive learning environments, building capacity of the instructional staff in B.E.S.T., and providing strategic support to both primary and intermediate grade levels across all contents.

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

The school will offer after-school tutoring, Saturday tutoring camps, and other extended learning opportunities such as Winter Break academy which will aide in providing additional academic support to different subgroups. In the area of ELA, the school will focus extended support for the Tier 2 and Tier 3 students. In the area of Math and Science, the school will focus extended support for the Tier 1 and Tier 2 students.

#### **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))**

Holmes Elementary will employ both individual and group counseling and mediation with the student services team. Additionally, we will offer a multi-tiered system of supports that will be available to students with the school counselor, success coach, mental health coordinator, and our mental health support from Borinquen Health.

- Reflection Sheet

- Quaver SEL Lessons

- Calm Down Corner

- Nearpod Lessons

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

N/A

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

Baby Bull P.R.I.D.E. ( Positive, Respect, Integrity, and Excellence) each week the school will focus on a letter. At the end of the week, usually Friday, students who have shown P.R.I.D.E. during the week will be recognized by the Student Services Team, during "Baby Bull Pride

**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))**

Job-embedded professional development will be offered to support teachers and instructional leaders in the building. Professional developments such as "B.E.S.T. Collaborative Planning with a Lens on the FEI" , "Standard-Aligned Instruction in ELA and Math" (September), "Understanding the Data and Tracking OPMs" (October), and the "Aligning Resources to Small Group Instruction" (November/December) trainings have already been outlined as training sessions for this school year. Coaching cycles will also be implemented individually with teachers to support specific needs.

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

N/A

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$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