

Miami-Dade County Public Schools

Oliver Hoover Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Oliver Hoover Elementary School

9050 HAMMOCKS BLVD, Miami, FL 33196

<http://hoover.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 Oliver Hoover Elementary School is to make learning an exciting, productive, and vital part of each child's life. We foster an environment that promotes and encourages students to care for one another. We encourage truthfulness, sincerity, and integrity to build honest and responsible citizens. We motivate our student body to work together toward common goals. We promote an environment that will create a society based upon democratic values.

Provide the school's vision statement.

Oliver Hoover Elementary aspires to be a caring community of learners in which all stakeholders fulfill their personal, professional, and intellectual potential.

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
Aguilar, Mercy	Principal	The Principal oversees the daily activities and operations within a school. The main duties include disciplining or advising students, approving teachers' curricula, and ensuring the school environment is safe for all students and staff members.
Lopez, Maria	Assistant Principal	The Assistant Principal discusses student behavior and learning problems with parents, implements school safety procedures and ensures compliance, handles disciplinary issues, and observes and evaluates teachers. The Assistant Principal also serves as the MTSS Coordinator.
Montero, Kimberly	Other	The Media Specialist is responsible for working collaboratively with school administration and staff to develop a library program that supports the curriculum.
Rodriguez, Eva	Teacher, K-12	A Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates students' performance and development. As Professional Development Liaison, the Teacher facilitates onsite professional development opportunities.
Heistand, Michelle	Teacher, K-12	A Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates students' performance and development. As Digital Innovator, the Teacher assists in selecting the right technology and facilitating the school's digital transformation.
Rosenik, Kristin	Teacher, ESE	An ESE Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates the performance and development of Students with Disabilities. As New Teacher Mentor, the Teacher provides assistance to new teachers in classroom organization and management, instructional planning, delivery of effective instruction, and differentiation.
Medina, Teresita	Teacher, K-12	A Teacher provides a variety of learning materials and resources for use in educational activities and observes and evaluates students' performance and development. As EESAC Chairperson, the Teacher brings together all stakeholders and involves them in an authentic role in decisions which affect instruction and the delivery of programs.
Perez, Sandra	School Counselor	A School Counselor listens to students' concerns about academic, emotional, or social problems, helps students process their problems and plans goals and actions, mediates conflict between students and teachers, improves parent/teacher relationships, conducts classroom lessons on selected topics, refers students to mental health agencies, and works to improve learning conditions.

Name	Position Title	Job Duties and Responsibilities
Llaguno, Aydyll	Assistant Principal	The Assistant Principal discusses student behavior and learning problems with parents, implements school safety procedures and ensures compliance, handles disciplinary issues, and observes and evaluates teachers. The Assistant Principal also serves as the MTSS Coordinator.

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.

Oliver Hoover Elementary School involves stakeholders (i.e., the School Leadership Team, teachers, staff, parents, students, and business/ community members) in the development and monitoring of the SIP. At the beginning of each school year, the EESAC meets to review the school's performance on each accountability area, analyzes pertinent data, and discusses the selected interventions. Progress towards goals is monitored at subsequent meetings held on a monthly basis.

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))

Oliver Hoover Elementary School's SIP will be monitored during classroom walkthroughs, through the analysis of progress monitoring data, at administration-teacher and teacher-student data chats, through the review of the minutes from common planning sessions, as well as from staff, parental, and community feedback. The data will be reviewed on an ongoing basis, as it becomes available, and it will be presented at the monthly EESAC meetings. The Leadership Team will make adjustments to the SIP if the data indicates that there is insufficient progress towards the desired outcomes.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	72%
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: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	10	7	5	12	8	10	0	0	0	52	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	4	1	6	1	2	0	0	0	14	
Course failure in Math	0	3	8	3	4	8	0	0	0	26	
Level 1 on statewide ELA assessment	0	0	0	28	22	23	0	0	0	73	
Level 1 on statewide Math assessment	0	0	0	19	16	18	0	0	0	53	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	24	24	20	35	26	33	0	0	0	162	

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	2	1	19	15	16	0	0	0	53

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	3	7	0	3	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	5	4	6	4	8	0	0	0	27	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	3	2	1	2	0	0	0	8	
Course failure in Math	0	1	2	3	0	2	0	0	0	8	
Level 1 on statewide ELA assessment	0	0	0	5	13	9	0	0	0	27	
Level 1 on statewide Math assessment	0	0	0	3	16	11	0	0	0	30	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	7	18	19	16	0	0	0	62	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	4	7	10	7	0	0	0	29

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	4	2	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	5	4	6	4	8	0	0	0	27	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	3	2	1	2	0	0	0	8	
Course failure in Math	0	1	2	3	0	2	0	0	0	8	
Level 1 on statewide ELA assessment	0	0	0	5	13	9	0	0	0	27	
Level 1 on statewide Math assessment	0	0	0	3	16	11	0	0	0	30	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	7	18	19	16	0	0	0	62	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	4	7	10	7	0	0	0	29

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	4	2	0	0	0	0	0	7
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*	66	60	53	69	62	56	67		
ELA Learning Gains				75			52		
ELA Lowest 25th Percentile				59			48		
Math Achievement*	72	66	59	76	58	50	60		
Math Learning Gains				89			38		
Math Lowest 25th Percentile				81			18		
Science Achievement*	61	58	54	69	64	59	60		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	74	63	59	69			74		

* 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	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	344
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	587
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	41			
ELL	66			
AMI				
ASN				
BLK				
HSP	68			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	72			
FRL	63			

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	56			
ELL	72			
AMI				
ASN				
BLK	70			
HSP	74			
MUL				
PAC				
WHT	84			
FRL	71			

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	66			72			61					74
SWD	32			42			29				5	64
ELL	63			72			61				5	74
AMI												
ASN												
BLK												
HSP	66			71			60				5	74

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	64			79							2	
FRL	61			65			60				5	69

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	75	59	76	89	81	69					69
SWD	31	61	63	54	74	67	43					55
ELL	64	73	67	75	88	78	64					69
AMI												
ASN												
BLK	70			70								
HSP	69	75	59	76	89	83	69					69
MUL												
PAC												
WHT	80	80		87	90							
FRL	67	73	56	75	86	79	63					68

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	67	52	48	60	38	18	60					74
SWD	30	13	18	32	7	8	7					68
ELL	67	56	50	59	37	27	53					74
AMI												
ASN												
BLK												
HSP	69	53	48	60	38	21	58					74
MUL												
PAC												
WHT	69			69								

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
FRL	64	50	45	55	37	20	51					74

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	58%	56%	2%	54%	4%
04	2023 - Spring	67%	58%	9%	58%	9%
03	2023 - Spring	56%	52%	4%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	68%	63%	5%	59%	9%
04	2023 - Spring	72%	64%	8%	61%	11%
05	2023 - Spring	71%	58%	13%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	50%	7%	51%	6%

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.

Based on a comparison of i-Ready student data from AP1 to AP2, it appears that Reading showed the lowest performance in terms of learning gains. Overall, the percentage of shift towards Mid/Above and Early On were lower than those demonstrated in Mathematics. While the percent of students who were Mid/Above in AP1 was higher for Reading, at AP2, the percentage of students who were Mid-Above in Mathematics was higher. Overall, however, the percent of students performing at the lowest levels (Two or Three Years Below) did decline, indicating that some of the students in those groups did make learning gains. Thus, it would appear that we have addressed the learning of the lowest performing students, but we need to focus our attention on addressing the needs of students who are working one year below and on grade level.

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

Fifth Grade Science showed the lowest performance, with a decline of eight percentage points, from 69% proficient in 2021-2022 to 61% percent proficient in 2022-2023. This was in part due to a new teacher in the grade level who impacted two groups of students. Although support was provided, it was not enough to mitigate the loss. Additionally, the fifth-grade group was impacted by the COVID pandemic, as the SSA addresses concepts taught in grades 3-5.

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.

In all of the components addressed by the State's accountability formula, OHES scored higher than the state average. In all areas except fifth grade Reading, OHES scored at least ten percentage points higher than the state. Fifth grade was our greatest area of concern last year, and we had teachers who were new to the grade level.

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

Mathematics showed the greatest levels of improvement. While the students performed lower in both i-Ready and FAST on the first progress monitoring assessment, at the end of the school year they had reached higher levels of performance in Mathematics. There were no new actions taken in this area last school year.

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

Attendance is an area of concern. From the 2021-2022 to the 2022-2023 school year, the percent of students with perfect attendance declined, as did the percent of students with 1-5 absences. On the other hand, the percent of students with 6-10 and 11+ absences increased from 2021-2022 to 2022-2023.

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

Science and ELA are the greatest areas of concern in terms of Academics. Attendance, Parental Involvement, and Teacher Morale are the greatest areas of concern in terms of Culture.

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 Science**Area of Focus Description and Rationale:**

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

According to the results of the 2023 Statewide Science Assessment, 61% of the fifth grade students were proficient in science standard-aligned content as compared to 69% proficient on the 2022 administration. This indicates a decline of eight percentage points. Based on the data and the identified contributing factors of student attendance, new teacher content knowledge, and lack of interactive/hands-on learning activities, and, due to the student proficiency levels in the science assessment, we will implement the Targeted Element of 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, 65% of the students in fifth grade will become proficient in the subject area of Science by June 2024, as measured by the Statewide Science Assessment.

Monitoring:

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

This Area of Focus will be monitored using ongoing progress monitoring of the Performance Matters Topic Assessments, weekly student achievement on classroom/district standards-based assignments, and formative assessment within the classroom. Additionally, classroom walkthroughs will be used to monitor the learning environment.

Person responsible for monitoring outcome:

Mercy Aguilar (pr2521@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.)

An Interactive Learning Environment allows students to interact with visual aids/scaffolds that support the acquisition or assimilation of prerequisite skills, academic vocabulary, and instructional/metacognitive processes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We selected Interactive Learning Environment because providing all students with multiple ways of accessing the science curriculum will allow all learners to develop a deeper understanding of the content, being that they have visual, auditory, and hands-on experiences.

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.

Professional Development will be provided to teachers focusing on ways to promote student-centered instruction and engagement, specifically in the science content areas, with interactive or hands-on learning experiences within the classroom.

Person Responsible: Eva Rodriguez (erodriguez2521@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Collaborative planning sessions focusing on the implementation of the Science curriculum will be scheduled on a monthly basis. Teachers will be able to develop more engaging and productive lessons and labs, share strategies for student achievement, and develop plans for students performing below the grade-level. This will provide support to teachers and ensure that appropriate science activities are implemented.

Person Responsible: Mercy Aguilar (pr2521@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Collaborative planning sessions will be held for grade-level teachers to interpret student data from Baseline and Quarterly Assessments. This will allow the teachers to identify the focus for differentiated instruction and scaffold content for students, thereby increasing student achievement.

Person Responsible: Maria Lopez (mglopez@dadeschools.net)

By When: August 14, 2023 - September 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.

According to the 2023 FAST Progress Monitoring Assessment (PM3) for ELA, 69% of the students in grades 3-5 were proficient in ELA, as compared to 69% proficient in 2022. This indicates that the levels of performance remained stagnant. Based on the data and the identified contributing factors of student attendance and implementation of the new ELA Standards, along with the student proficiency levels in the ELA assessment in grades 3 through 5, we will implement the Targeted Element of ELA.

Measurable Outcome:

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

With the implementation of Differentiated Instruction, 72% of the students, overall, in grades 3-5, will become proficient in the subject area of ELA by June 2024, as measured by the PM3 administration of the FAST Progress Monitoring Assessment.

Monitoring:

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

This Area of Focus will be monitored using ongoing progress monitoring of weekly and unit assessments, FAST Progress Monitoring Assessment (PM 1, PM 2, and PM 3), and iReady diagnostic and growth monitoring results. Additionally, classroom walkthroughs will be conducted to gage the rigor of instruction and the levels of student engagement.

Person responsible for monitoring outcome:

Maria Lopez (mglopez@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.)

Differentiated Instruction is a strategy that involves providing different students with different avenues to learning in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Differentiated Instruction is based on the individualized needs of students and is geared towards scaffolding learners.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of Differentiated Instruction will allow teachers to address the difference in abilities of each student, their individual learning styles, and the needs to ensure each student understands the content and is proficient in ELA. Utilizing differentiated instruction within an ELA classroom will give teachers an opportunity to create small groups based on student needs and which areas to target to close the achievement gaps.

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.

A Professional Development activity will be provided to teachers with a focus on promoting student-centered instruction and engagement through Differentiated Instruction, specifically in the ELA. Providing teachers with a deeper understanding of how to create instructional groups and how to implement guided instruction to scaffold learners Differentiated Instruction will lead to higher student achievement.

Person Responsible: Eva Rodriguez (erodriguez2521@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Grade level groups will meet with the Administrative Team to review ELA data (i.e., FAST (PM3, PM1) and i-Ready AP1) and identify areas of concern. Based on the data chats, teachers will create fluid groups to address the areas of concern previously identified. The creation of Differentiated Instruction groups based on student needs will lead to targeted instruction and higher levels of student achievement.

Person Responsible: Maria Lopez (mglopez@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

The Administrative Team will conduct classroom walkthroughs to monitor the implementation of Differentiated Instruction groups and rotations. The walkthroughs will allow the Administrative Team to identify teachers who may need additional support and to ensure that Differentiated Instruction will lead to student achievement.

Person Responsible: Mercy Aguilar (pr2521@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

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

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

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

According to the data points identified on PowerBi's Early Warning System report, the percent of students with 16-30 absences and the percent of students with 31 absences or more has remained constant from the 2021-2022 school year to the 2022-2023 school year (13% and 2%, respectively). Based on the data and the identified contributing factors (i.e., parental involvement and cultural misconceptions about the importance of students attendance), we will implement the Targeted Element of Attendance Initiatives to improve student 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, the percent of students who miss sixteen or more days of school, will decrease by one percentage point (i.e., 14%) by the end of the 2023-2024 school year.

Monitoring:

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

This Area of Focus will be monitored on a daily basis. The Administrative Team will review the Attendance Bulletin each morning and follow up with the families of students with excessive absences. PowerBi will also be used to review attendance data on an ongoing basis. Attendance Review Committee meetings will be held as needed.

Person responsible for monitoring outcome:

Maria Lopez (mglopez@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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Chronic absenteeism has a negative impact on the students' academic trajectories. Students who are habitually absent miss essential instruction. Thus, it is imperative that attendance initiatives be developed and implemented to promote student 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.

The Administrative Team will review last year's attendance records to identify students for attendance intervention groups. As a result of creating these groups, the counselor will be able to meet with the

students and provide the support and assistance necessary to improve the students' attendance patterns. Early identification of students will ensure that the intervention will be provided in a timely manner (before the students begin accumulating absences).

Person Responsible: Sandra Perez (sandraperez@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

The Administrative Team will schedule "Values Matter" assemblies with all grade levels to highlight the importance of attendance and punctuality. These meetings will convey the message to all students that punctual and adequate attendance is the expectation.

Person Responsible: Maria Lopez (mglopez@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

On a daily basis, the Administrative Team will provide the school with the results of the "Attendance Challenge" (the classes with 100% attendance). These are results shared on the Morning Announcements, and the incentives tied to the challenge, will motivate the classes and grade levels to improve their attendance.

Person Responsible: Sandra Perez (sandraperez@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

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

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

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

Based on the Staff results of the 2023 School Climate Survey, there was a 49% increase (from 13% agreement in 2022 to 62% agreement in 2023) with the statement, "I feel lack of support/ concern from parents." Based on the data and the identified contributing factors (i.e., time restraints, work schedule conflicts, and cultural misconceptions about the importance of parental involvement), we will implement the Targeted Element of Family Engagement.

Measurable Outcome:

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

With the implementation of Family Engagement strategies, the percentage of staff members agreeing with the statement, "I feel lack of support/ concern from parents" will decrease by five percentage points (44%) as indicated by the results of the 2024 School Climate Survey to be completed by May 1, 2024.

Monitoring:

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

Progress towards this Area of Focus will be monitored via school-developed surveys, during data chats and informal conversations with teachers.

Person responsible for monitoring outcome:

Maria Lopez (mglopez@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.)

Family Engagement studies show that parental involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement; therefore, a variety of parental involvement activities should be provided to parents, including Open House and other orientation meetings, parent workshops, volunteer opportunities, and community-building events.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If parents are provided with information and opportunities to become involved in their children's education, they are more likely to become active participants in the education process. This will allow the families to build meaningful and productive ties with their children's teachers, thereby improving the staff's feelings regarding the levels of parental concern and support.

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.

The Administrative Team will schedule a "Meet & Greet" event to invite the parents to meet their children's teachers prior to the first day of school. This invitation will allow parents to come into the building and begin building a positive relationship with the school staff.

Person Responsible: Maria Lopez (mglopez@dadeschools.net)

By When: The "Meet & Greet" event will be held before the first day of school. It will be completed by August 16, 2023.

The Administrative Team will email all staff members a school-developed survey to gauge their perceptions regarding the levels of parental involvement. This will provide a data point for comparisons later in the school year.

Person Responsible: Maria Lopez (mglopez@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

The Administrative Team will schedule a Parent Academy workshop focusing on the Parent Portal. This workshop will be held in conjunction with the PTA in order to provide parents with support in the use of the Parent Portal, while simultaneously inviting them to become involved in the PTA. This will facilitate parental involvement in their children's education, and the teachers will begin to feel more parental support.

Person Responsible: Maria Lopez (mglopez@dadeschools.net)

By When: August 14, 2023 - September 29, 2023