Howard Drive Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Howard Drive Elementary School

7750 SW 136TH ST, Miami, FL 33156

http://howarddrive.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.

Howard Drive Elementary students will become contributing members of society by becoming effective communicators, creative problem solvers, critical reflective thinkers and self-directed lifelong learners, developing an understanding of right and responsibilities leading to good citizenship, understanding and respecting differences and diversity among cultures.

Provide the school's vision statement.

The Howard Drive Elementary school staff, parents and the community are committed to provide a supportive environment for each student by promoting a firm academic and technological foundation, including multicultural experiences, and by fostering intellectual, emotional and social development.

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
Diaz, Christina	Principal	Develops and shares a vision of academic success including the allocation of fiscal and human capital resources. Monitors effectiveness of vision through classroom walkthroughs, Instructional Rounds with District Leaders and data analysis to ensure all systems align within the school community in order to improve student achievement. Serves as the Instructional Leader of the building. Leverages resource to provide teachers with the tools to support high quality learning and instruction. Models instructional practices through participation in collaborative planning and school wide professional development. Coordinates the development of an effective Multi-Tiered System of Supports to ensure students with need are provided with additional supports to achieve success.
Yngber, Julie	Teacher, K-12	1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/ 3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
Greene, Karen	Teacher, K-12	1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/ 3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
Fernandez-rossi, Beatriz	Teacher, K-12	1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/ 3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains.

Name	Position Title	Job Duties and Responsibilities
		4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
Davis , Deborah	Teacher, ESE	Ms. Davis assists the General Education teachers and SPED department in the coordination, organization and supervision of students with disabilities. Ms. Davis provides information to students, parents and teachers on how to appropriately implement accommodations for students with Individual Educational Plans (IEPs) and Section 504 Plans in the virtual educational environment. Ms. Davis assists in acting as a liaison between the ESE department and other FLVS Departments as well as external district ESE departments, schools, families and students. Ms. Davis keeps abreast of all changes in ESE state regulation, and provides training on ESE strategies and best practices in order to ensure student success and district compliance.

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 stakeholders involved in developing the SIP are the Principal, Assistant Principal, Teacher Leaders, Grade Level Chairs and Counselor (School Leadership Team), UTD steward, student representative, parent representative and community partners. The Principal and Assistant Principal collaborated with all stakeholders and utilized school data. Their input was then was used to drive the decision making process for our SIP initiatives.

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

The Principal's role is to monitor implementation of school initiatives for effective implementation of the SIP via walkthroughs, observations and data chats. The Assistant Principal will assist in the implementation of school initiatives as outlined in the SIP. The Teacher Leaders and Grade Level Chairs will assist in providing support and feedback regarding SIP implementation during monthly leadership meetings. The Counselor's role is to assist in the integration of a positive culture and school environment. All stakeholders are responsible for making an effort to connect with students, parents and families via discussions at ESSAC meeting and events at the school.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	79%
2022-23 Economically Disadvantaged (FRL) Rate	54%
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: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	6	5	5	4	1	4	0	0	0	25
One or more suspensions	0	0	0	0	1	1	0	0	0	2
Course failure in English Language Arts (ELA)	0	3	4	1	3	2	0	0	0	13
Course failure in Math	0	1	2	1	2	1	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	3	10	11	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	5	6	14	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	7	11	3	14	22	0	0	0	59

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	1	3	5	7	9	0	0	0	25

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	2	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	1	1	0	0	0	0	5
Course failure in Math	0	2	1	0	2	4	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	1	3	3	0	0	0	7
Level 1 on statewide Math assessment	0	0	0	1	6	10	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	2	1	1	0	0	0	0	6

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	1	3	8	0	0	0	16

The number of students identified retained:

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

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	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	1	1	0	0	0	0	5
Course failure in Math	0	2	1	0	2	4	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	1	3	3	0	0	0	7
Level 1 on statewide Math assessment	0	0	0	1	6	10	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	2	1	1	0	0	0	0	6

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	1	3	8	0	0	0	16

The number of students identified retained:

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

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*	68	60	53	79	62	56	68		
ELA Learning Gains				70			51		
ELA Lowest 25th Percentile				48			24		
Math Achievement*	71	66	59	71	58	50	67		
Math Learning Gains				65			30		
Math Lowest 25th Percentile				41			0		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	54	58	54	58	64	59	54		
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)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	323
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	7
Percent Tested	97
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	32	Yes	1	
ELL	67			
AMI				
ASN				
BLK	38	Yes	1	
HSP	69			
MUL				
PAC				
WHT	76			
FRL	38	Yes	1	

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	87			
AMI				
ASN				
BLK	51			
HSP	69			
MUL				
PAC				
WHT	71			
FRL	56			

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	68			71			54					64
SWD	26			39			31				3	
ELL	62			75							3	64
AMI												
ASN												
BLK	45			30							2	
HSP	74			80			56				5	64
MUL												
PAC												
WHT	73			87			69				3	
FRL	41			44			21				4	

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	79	70	48	71	65	41	58					
SWD	57	54	40	47	77	69	47					
ELL	77			85	100							
AMI												
ASN												
BLK	63	61	55	37	50	42						
HSP	86	73		78	67	42	67					
MUL												
PAC												
WHT	74	67		80	78		57					
FRL	70	65	50	55	64	48	42					

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	68	51	24	67	30	0	54					
SWD	30	12	9	40	6	0	18					
ELL	47			60								

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	43			32			30					
HSP	76	58		72	31		53					
MUL												
PAC												
WHT	65	57		76	39		64					
FRL	53	25	0	48	21	0	39					

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	62%	56%	6%	54%	8%
04	2023 - Spring	69%	58%	11%	58%	11%
03	2023 - Spring	64%	52%	12%	50%	14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	73%	63%	10%	59%	14%
04	2023 - Spring	82%	64%	18%	61%	21%
05	2023 - Spring	59%	58%	1%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	50%	-1%	51%	-2%

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.

The data component that showed the lowest performance was 5th Grade Mathematics with 55% of students scoring proficient on the 2023 FAST Math Assessment. The contributing factors include: the addition of a new teacher in 5th grade teaching math, a total of 17 fifth grade ESE students being assessed, and 6 new students in 5th grade that are ESOL levels 1-3 and started in January. On the 2023 i-Ready Reading/ELA AP2 students in 5th grade scored 56% proficiency. Based on the Star Reading Assessment AP3 students overall performed lower in Reading than in Math. Our overall proficiency totals were K (67%), 1(67%)2 (63%); compared to Math K (77%), 1 (79%), 2 (86). This evidence shows that need to restructure the Reading/LA block to include DI with fidelity for students in primary.

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

The greatest data component that showed the greatest decline was ELA/Reading. In 2023 we had 79% of students proficient on the 2022 FSA Assessment. This year we had 65% proficient. That is a decrease of 14 percentage points. Factors to contributing to this decline includes not completing the ELA topic assessments with fidelity; in some classes differentiated instruction was not conducted daily with low level students; some classes did not use the intervention materials with fidelity. I-Ready was not implemented with fidelity with L25% of students.

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.

Based on the 2022-2023 ELA and FAST PM3 data our school was above the state average with the greatest gap being 4th Grade Math. Our 4th grade students scored 81% proficient on the FAST AP3 compared to the state of 61%, that is an increase of 20 percentage points. Our fifth grade students scored 59% percentage points on the FAST AP3 compared to 55% to the state. This gap was a 3% difference, we were above the states percentage points. This was our lowest category; this was due to a large ESE population in 5th grade. Although, students made gains they did not meet proficiency.

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

The most improvement was in the area of 4th Grade Mathematics. In 2022, 4th Grade students scored 67% in Math. This year on the FAST PM 3 4th Grade students scored 82% proficiency. That is an improvement of 15 percentage points. We have a new teacher paired up with an ESE teacher that work collaboratively to ensure student success. On the 2023 i-Ready Reading AP2 3rd Grade made the most improvements scoring 88% proficiency. Based on the data for the Star Math Assessment, students in 2nd grade performed above other grades with 86% of students scoriung proficiency.

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

Attendance: According to the 2022-2023 student attendance data; students had an increase in the 11-15 days reported absence compared to the district. Our attendance was 19% for students absent 11-15 days versus the district average of 17%. This is 2 percentage points higher than the district average.

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

1. Differentiated Instruction
2. Implementation with Fidelity- DI, Intervention, and Topic/Unit Assessments
3. Build Capacity / Increase School Culture/Morale
4. Improve Attendance
5. Increase Parental Involvement

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

#1. Instructional Practice specifically relating to Differentiation

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

According to the 2022-2023 FAST PM3 data, 65% of 3rd through 5th grade students were proficient in ELA, as compared to 2022 FSA ELA where students scored 79% proficiency. Based on the data, the factors that contributed to this decline include not completing the ELA topic assessments with fidelity; in some classes differentiated instruction was not conducted daily with low level students; some classes did not use the intervention materials with fidelity. I-Ready was not implemented with fidelity with L25% of students. We will implement the targeted element of differentiation.

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

With the implementation of the instructional practice of differentiated instruction, students in grades 3-5 will achieve at least 70% proficiency overall on the 2024 ELA FAST Assessment by the end of May, 2024.

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

Administration will conduct walkthroughs at least weekly, to ascertain that DI is being implemented with fidelity utilizing DI folders containing evidence of student work samples and up-to-date student performance data that will specifically target individual student needs.

Person responsible for monitoring outcome:

Christina Diaz (esevazquez@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 differentiated instruction. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) 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. Research demonstrates this method benefits a wide range of students.

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

Formal and informal data reveals that the majority of instructional time is spent with teachers conducting whole group learning activities. The implementation of DI with fidelity will allow teachers to adjust their instruction to meet the needs of all learners in a small group setting. Differentiated instruction is not a single strategy but rather a framework that teachers can use to implement a variety of strategies that are evidence-based. We will be utilizing district research-based strategies/instruction for DI as well as i-Ready ELA data.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

To increase student achievement, teachers will demonstrate evidence of DI in weekly lesson plans as well as set up and utilize DI folders to target instruction, collect data, and monitor student progress effectively.

Person Responsible: Christina Diaz (pr2541@dadeschools.net)

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

Teachers will participate in monthly grade level meetings to review and discuss student progress and share best practices in DI to increase student achievement. Meeting minutes will be submitted to administration.

Person Responsible: Christina Diaz (pr2541@dadeschools.net)

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

Administration will conduct on-going classroom walk-throughs and review DI folders to ensure the implementation of DI is taking place with fidelity as reflected in teacher lesson plans.

Person Responsible: Christina Diaz (pr2541@dadeschools.net)

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

#2. Positive Culture and Environment 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.

Results of the Spring 2023 FAST Math assessment indicate that the data component that showed the lowest overall performance was 5th Grade Mathematics with 55% of students scoring proficient. This finding suggests that school-wide Math instruction is a crucial need and must become an area of focus in order to improve overall student performance in Math.

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

With the successful implementation of data-driven instruction aligned to Florida's BEST Standards in Math, along with targeted remediation, and the use of additional technology resources to supplement instructional practices, students will demonstrate an increase of at least 10 percentage points in school-wide proficiency in Math as evidenced by the results of the F.A.S.T. Math Assessment.

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

The area of focus will be monitored through administrative walkthroughs, formal observations, and data chats. The PLST will work with administrators to support teachers' ability to provide instruction aligned to the B.E.S.T. standards that is effective and engaging utilizing the district-provided Math textbook along with supplemental technology resources by sharing best practices and continuous collaborative planning. Administrators will work with faculty to develop and implement targeted remediation and tutoring provided to students during DI and Math Intervention. Administration will also monitor student progress and data collection by attending grade-level meetings, providing support as needed, and facilitating data chats.

Person responsible for monitoring outcome:

Christina Diaz (esevazquez@dadeschools.net)

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

The evidence-based strategy being implemented for this area of focus is Data-Driven Instruction. Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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

The use of data-driven instruction will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Collaboration during professional development sessions and data sharing sessions will promote learning, insight, and constructive feedback among colleagues that will ultimately result in improved student performance and achievement.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Using existing data from previous school year, teachers will identify students in need of remediation, set up DI groups, and provide targeted differentiated instruction to meet individual student needs consistently and with fidelity.

Person Responsible: Christina Diaz (esevazquez@dadeschools.net)

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

Upon completion of the Math FAST PM1 Assessment, teachers will conduct data chats with students to create learning targets, monitor their academic progress, and promote students' positive self-efficacy.

Person Responsible: Christina Diaz (esevazquez@dadeschools.net)

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

Administrators will conduct classroom walk-throughs at least weekly to ascertain the implementation of data-driven instruction aligned to Florida's B.E.S.T. Standards in Math to increase student achievement.

Person Responsible: Christina Diaz (esevazquez@dadeschools.net)

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

#3. Positive Culture and Environment specifically relating to Other

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

Based on the 2023-2024 Power BI data, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the percentage of students with more than 15 absences made up 35%. The correlation between students with a high number of absences and those who are not meeting grade level expectations is apparent.

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

If we successfully implement the Targeted Element of Student Attendance, the percentage of students with 15 or more absences will decrease by 10 percentage points by June 2024.

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

The school's Leadership Team will monitor student attendance while providing incentives to promote daily attendance and rewards to those who have achieved perfect attendance for each quarter. Student attendance will be monitored by classroom teachers and student services. Outreach efforts will include parent communication, teacher referrals and attendance committee meetings while providing additional resources as needed.

Person responsible for monitoring outcome:

Christina Diaz (esevazquez@dadeschools.net)

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

Within the Targeted Element of Student Attendance, our school will focus on the evidence based strategy of Attendance Initiative. This strategy will involve monitoring and reporting of student attendance to all stakeholders while recognizing those who have earned perfect attendance awards.

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

Attendance Initiatives will allow for the reduction of student absences throughout the school year. The Leadership Team will be able to identify those students who exhibit excessive absences and promote consistent 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.

Monitor daily attendance for accuracy, review data and make contact with parents/guardians regarding students with inconsistent attendance. Document in Student Case Management System as needed.

Person Responsible: Christina Diaz (esevazquez@dadeschools.net)

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

Conduct attendance meetings with parents, teachers and administrators to ensure that we are aware of any barriers that are preventing the student/family from being consistent with their attendance.

Person Responsible: Christina Diaz (esevazquez@dadeschools.net)

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

Implement incentives for students with good and improved attendance.

Person Responsible: Christina Diaz (esevazquez@dadeschools.net)

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

The School Counselor will connect with at-risk students via small groups or individually to provide support and encouragement through counseling sessions.

Person Responsible: Christina Diaz (esevazquez@dadeschools.net)

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

#4. 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.

This area of focus was identified as a crucial need based on the results of the Statewide Science Assessment. The data indicates that 49% of students in fifth grade demonstrated proficiency in Science. Therefore it is essential to provide students with instruction in Science that inspires inquiry and curiosity, empowers students to ask thought-provoking questions that promote creativity and exploration, and connects their problem-solving to real-world solutions in order to increase overall student proficiency in Science.

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

If the school successfully implements the evidenced-based strategy of creating an interactive hands-on learning environment incorporating STEAM lessons at all grade-levels (Pre-K -5), it is anticipated that student proficiency in Science will increase overall by at least 10 percentage points.

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

The area of focus will be monitored through administrative walkthroughs, formal observations, and data chats. The PLST and STEAM Committee will work with administrators to support teachers' ability to provide instruction that is hands-on and engaging through the use of district-provided resources (i.e. textbooks, GIZMOs, EduSMART, etc), along with supplemental materials and technology in order to successfully implement STEAM lessons and increase student proficiency in Science. Administration will also monitor student progress and data collection by attending grade-level meetings, providing support as needed, and facilitating quarterly data chats.

Person responsible for monitoring outcome:

Christina Diaz (esevazquez@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.)

Throughout the 2023-2024 school year, teachers will implement the evidenced-based intervention of providing students with a hands-on interactive learning environment to address students' academic needs in the area of Science instruction.

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

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

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will create a routine where they use informal assessments to gather feedback at the end of science lessons as an informal measure of how well students have understood a concept.

Person Responsible: Christina Diaz (esevazquez@dadeschools.net)

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

The STEAM Committee in the school will meet to share effective STEAM lesson plans with grade levels. As a result of meeting the STEAM committee teachers will integrate science across all subject areas, thus increasing science proficiency levels.

Person Responsible: Christina Diaz (esevazquez@dadeschools.net)

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

Students will actively participate in the Fairchild Challenge. The Challenge activities will enhance the content they are learning from the pacing guides leading to higher science proficiency scores.

Person Responsible: Christina Diaz (esevazquez@dadeschools.net)

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