

Miami-Dade County Public Schools

Key Biscayne K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Key Biscayne K 8 Center

150 W MCINTYRE ST, Key Biscayne, FL 33149

<http://keybiscayne.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 Key Biscayne K-8 Center our mission is to provide a nurturing, respectful and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well-being. The Key Biscayne Community is committed to developing critical thinkers and lifelong learners who make responsible decisions and embrace global citizenship.

Provide the school's vision statement.

At Key Biscayne K-8 Center we are committed to being a community of life-long learners and caring individuals.

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
Pina, Julissa	Principal	Mrs. Julissa Pina serves as the School Principal, she provide leadership in developing, implementing and supporting school wide efforts. Her leadership encourages positive school school culture while addressing students academic and social-emotional needs.
	Assistant Principal	Ms. Hannah Ramontal serves as the Assistant Principal, under the direction of Mrs. Julissa Pina, she plans and coordinates the school's decision-making processes to enhance student learning.
Juncosa, Jennifer	School Counselor	Ms. Jeniffer Juncosa serves as the Guidance Counselor, she provides counseling services to assist students with coping strategies to effectively deal with personal, social and academic concerns. Additional, Ms. Juncosa consults with parents, teacher, administrators, and supporting agencies concerning the individual needs of students.

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.

During the 2023-2024 school year, our school will involve stakeholders through EESAC collaboration and the PTA in the decision-making process by seeking their input on prioritizing goals, selecting

strategies, and defining action steps. We will facilitate collaborative discussions where stakeholders can provide feedback on proposed goals and strategies. This collaborative approach will ensure that the SIP reflects collective ideas from the school community.

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))

During the 2023-2024 school year, we will provide regular updates on progress, successes, and challenges during the implementation phases of the SIP. Our school will maintain open lines of communication and seek ongoing input and involvement from the aforementioned stakeholders as the plan is implemented and evaluated. This collaborative approach will foster a sense of ownership and collective responsibility, ultimately leading to more effective school improvement efforts.

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)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	13%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) 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	0	3	5	6	6	2	3	2	1	28
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	2	1	0	2	1	0	6
Course failure in Math	0	0	1	1	1	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	1	11	7	11	4	2	36
Level 1 on statewide Math assessment	0	0	0	1	4	5	9	2	4	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	11	9	14	8	13	4	10	69

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	0	2	2	2	8	2	2	18

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	1	0	0	0	0	0	3
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	6	1	4	1	5	1	3	4	25
One or more suspensions	0	0	0	0	0	0	0	0	4	4
Course failure in ELA	0	2	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	2	0	1	5	8
Level 1 on statewide ELA assessment	0	0	0	0	3	16	6	6	13	44
Level 1 on statewide Math assessment	0	0	0	0	3	14	8	0	11	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	1	7	7	20	10	16	24	87

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	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	0	0	0	0	0	0	0	3
Students retained two or more times	0	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	6	1	4	1	5	1	3	4	25
One or more suspensions	0	0	0	0	0	0	0	0	4	4
Course failure in ELA	0	2	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	2	0	1	5	8
Level 1 on statewide ELA assessment	0	0	0	0	3	16	6	6	13	44
Level 1 on statewide Math assessment	0	0	0	0	3	14	8	0	11	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	1	7	7	20	10	16	24	87

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	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	0	0	0	0	0	0	0	3
Students retained two or more times	0	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*	76	61	53	83	62	55	81		
ELA Learning Gains				71			66		
ELA Lowest 25th Percentile				66			73		
Math Achievement*	78	63	55	84	51	42	78		
Math Learning Gains				73			51		
Math Lowest 25th Percentile				52			47		
Science Achievement*	61	56	52	69	60	54	70		
Social Studies Achievement*	89	77	68	93	68	59	70		
Middle School Acceleration	43	75	70	83	61	51	57		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	72	62	55	77	75	70	69		

* 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	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	751
Total Components for the Federal Index	10
Percent Tested	96
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	31	Yes	1	1
ELL	68			
AMI				
ASN				
BLK				
HSP	71			
MUL				
PAC				
WHT	78			
FRL	62			

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	48			
ELL	71			
AMI				
ASN				
BLK				
HSP	74			
MUL				
PAC				
WHT	77			
FRL	68			

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	76			78			61	89	43			72
SWD	28			44			18				5	47
ELL	70			76			49				5	72
AMI												
ASN												
BLK												
HSP	75			77			61	92	42		7	74
MUL												
PAC												
WHT	83			81			62				4	
FRL	64			64			28				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	83	71	66	84	73	52	69	93	83			77
SWD	50	43	33	57	60	46						
ELL	82	72	69	83	72	50	60					77
AMI												
ASN												
BLK												
HSP	83	73	67	84	72	48	69	91	77			76
MUL												
PAC												
WHT	84	65	59	84	71	64	67	100	93			81
FRL	76	75	63	77	70	55	61					67

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	81	66	73	78	51	47	70	70	57			69
SWD	51	61	70	53	36	36	41					
ELL	81	66	74	78	50	50	67	63	50			69
AMI												
ASN												
BLK												
HSP	81	65	70	78	51	45	73	71	57			67
MUL												
PAC												
WHT	78	71	85	78	49	50	62	71	54			74
FRL	70	63		60	32	20	50	50				31

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	72%	56%	16%	54%	18%
07	2023 - Spring	63%	50%	13%	47%	16%
08	2023 - Spring	39%	51%	-12%	47%	-8%
04	2023 - Spring	90%	58%	32%	58%	32%
06	2023 - Spring	64%	50%	14%	47%	17%
03	2023 - Spring	74%	52%	22%	50%	24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	71%	58%	13%	54%	17%
07	2023 - Spring	59%	48%	11%	48%	11%
03	2023 - Spring	82%	63%	19%	59%	23%
04	2023 - Spring	90%	64%	26%	61%	29%
08	2023 - Spring	47%	59%	-12%	55%	-8%
05	2023 - Spring	75%	58%	17%	55%	20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	33%	40%	-7%	44%	-11%
05	2023 - Spring	62%	50%	12%	51%	11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	56%	5%	50%	11%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	68%	22%	66%	24%

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 is Grade 8 ELA at 45% proficient and Mathematics at 43% proficiency. The contributing factors were:

Limited personnel: Insufficient teaching staff and/or a high student-to-teacher ratio impacted the facilitation of appropriate instruction and individualized support.

Foundational skills: Select students had weak foundational skills in reading, writing, and basic math, which hinder students' progress in 8th-grade ELA and Mathematics. Since students had not developed essential skills like comprehension, critical thinking, problem-solving, or numeracy in earlier grades, they struggled to comprehend complex texts, apply advanced math concepts, or analyze and interpret information effectively.

Intervention opportunities: There were limited opportunities for targeted intervention and support, students who were struggling did not receive the necessary assistance to bridge the learning gap. Interventions that were limited included, Extended Learning Opportunities, small-group instruction, or individualized learning plans.

Engagement strategies: Engaging students in the learning process is crucial for their academic success. Due to limited engaging strategies, students become disengaged, resulting in reduced motivation and lower performance. Incorporating interactive activities, real-world applications, technology, and varied teaching methods would have helped enhance student engagement and improve learning outcomes.

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

The data component that showed the greatest decline was Grades 5 and 8 Statewide Science Assessment from 69% in 2022 to 61% in 2023, a decline of 8 percentage points. Also, MS. Acceleration (Algebra I) declined from 83% in 2022 to 60% in 2023 a decline of 23 percentage points. The contributing factors were:

Shifts in instructional personnel: Turnover in instructional personnel impacted the continuity and quality of instruction. With such shifts in personnel, teachers new to the content need to become familiar with the curriculum, instructional strategies, and assessment requirements.

Newly adopted BEST Standards for Algebra I: The implementation of the newly adopted B.E.S.T standards required changes in teaching methods, resources, and assessment practices, which led to

shifts in student performance as educators adapted to the new expectations.

Foundational skills from previous grades: Strong foundational skills in mathematics and science are crucial for success in higher-grade assessments. As such, students struggled to comprehend and apply the complex concepts on Grade 5 and 8 Statewide Science Assessment and the Algebra I EOC.

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.

There are no components that show a gap as compared to state averages.

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

The data component that showed the most improvement are: Grade 4 ELA at 94% proficiency and Mathematics at 92% proficiency. The new actions that were implemented in this area were:

Standards-aligned instruction: Aligning instruction with specific standards ensured that teachers were targeting the essential knowledge and skills that students needed to master. By clearly defining the learning objectives and aligning instruction with the curriculum standards, educators were able to provide focused and relevant instruction to help students achieve proficiency in ELA and Mathematics. This approach helped create a cohesive and structured learning experience for students, promoting consistency and clarity in teaching and learning.

Small group instruction: Small group instruction allowed for more personalized attention and tailored support for struggling students. This approach allowed teachers to differentiate their instruction based on students' needs, providing targeted interventions, additional practice, or enrichment activities. During Small Group Instruction, teachers were able to address individual learning gaps, provide immediate feedback, and engage students in meaningful discussions and collaborative activities, enhancing their understanding and mastery of ELA and Mathematics concepts.

Collaborative planning structures: Collaborative planning structures involved teachers working together to design instructional plans, share resources, and best practices. Through collaborative planning, the 4th grade team shared their expertise, discuss effective teaching strategies, and developed cohesive and comprehensive lesson plans. This collaborative approach promoted professional growth and improved instructional quality. By leveraging the collective knowledge and experience of the teachers, there was consistent and coherent instruction across the 4th grade classrooms, fostering a supportive and enriching learning environment.

Implementing these actions in Grade 4 ELA and Mathematics demonstrated a commitment to enhancing instruction and student achievement. By aligning instruction with standards, providing targeted support through small group instruction, and promoting collaboration among teachers, our school was able to enhance the overall learning experience and contribute to the positive performance and growth of students in Grade 4 ELA and Mathematics.

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

In reflecting on the Early Warning Systems, the major area of concern is attendance. During the 2023-2024 school year, our school intends to:

Raise awareness: Educate students, parents, and the wider school community about the importance of regular attendance and its correlation with academic success. Highlight the potential long-term consequences of chronic absenteeism and encourage a culture of prioritizing attendance.

Analyze attendance data: Examine attendance data to identify patterns and trends. Look for specific factors that may contribute to frequent absences, such as health issues, transportation challenges, family circumstances, or disengagement from school. Understanding the underlying causes can help inform targeted interventions.

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

1. Science Grades 5 and 8
2. Middle Grade (ELA and Mathematics)
3. Student Attendance
4. Staff Attendance
5. Mindfulness

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 Science Statewide Assessment data, proficiency decrease from 69 percent in 2022 to 61 percent in 2023, an 8-percentage point difference. Based on this data and the contributing factors of limited personnel, weak foundational skills and limited intervention opportunities, we will implement the Targeted Element of Student-Centered Learning.

Measurable Outcome:

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

With successful implementation of Science instruction, an additional 10 percent of students will achieve proficiency on the Science Statewide Assessment by June 2024.

Monitoring:

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

Administrative walkthroughs will be conducted to ensure targeted Science Instruction is taking place. Additionally, all grade levels will participate in the Science Quarterly assessments and grades 5 and 8 will participate in Science Topic Assessments. Data analysis will be conducted during grade level and leadership team meetings to track data. Targeted groups of students who require additional support or enrichment will be provided with extended learning opportunities. The extended learning opportunities will include supplemental resources and activities designed to meet the specific needs of select students and further enhance their science learning experiences.

Person responsible for monitoring outcome:

Julissa Pina (pr2741@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 Science Instruction, our school will focus on the evidence based strategy of Student Centered Learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student -Centered Learning provides varied teaching and learning experiences and instructional strategies that are aimed towards students achieving proficiency.

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.

Conduct Administrative walkthroughs to monitor the implementation of Science instruction, as a result, an additional 10 percent of students will achieve proficiency in Science by the 2022-2023 state assessment

Person Responsible: Julissa Pina (julissapina@dadeschools.net)

By When: August 14-September 29, 2023

During grade level and leadership meetings, monitor data from the Science Topic Assessments, as a result, instructional personnel will provide targeted instruction to meet the needs of all students.

Person Responsible: Julissa Pina (pr2741@dadeschools.net)

By When: August 14-September 29, 2023

Provide opportunities for teachers to participate in professional development activities to gain exposure to the latest trends focused on Science instruction. As a result, teachers will have opportunities to learn from each other and share successful teaching strategies.

Person Responsible: Julissa Pina (pr2741@dadeschools.net)

By When: August 14-September 29, 2023

Implement Science Interactive Journals for all grade levels which will serve as a tool for students to actively participate in the learning process, fostering critical thinking and a deeper understanding of scientific principles. As a result, students will be able to explore scientific concepts in a tangible way

Person Responsible: Julissa Pina (pr2741@dadeschools.net)

By When: August 14-September 29, 2023

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

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

According to the Spring 2023 Science Statewide Assessment Data, 39% of students scored below level 3 on the Science Statewide Assessment as compared to 31% in 2022. Based on the data and the identified contributing factors of: shifts in instructional personnel and limited foundational skills, we will implement the Targeted Element of Standards Aligned Instruction.

Measurable Outcome:

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

With the successful implement of Collaborative an additional 10% of students will score proficiency on the Statewide Assessments by June 2024.

Monitoring:

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

Collaborative Planning will be facilitated by grade levels on a weekly basis with an emphasis on Standards Aligned Instruction. Administrative walkthroughs will be conducted to ensure targeted Standards Aligned Instruction is taking place. Additionally, in grade 5 and 8 data trackers will be implemented to track students' progress. By tracking data over time, instructional personnel will gain insights into individual students' progress, identify areas of growth or areas where additional support may be needed, and make informed instructional decisions accordingly.

Person responsible for monitoring outcome:

Julissa Pina (pr2741@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of Standards Aligned Instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Standards Aligned Instruction encourages students to actively participate in their learning through hands-on activities, discussions, projects, and problem-solving. It is anticipated that they take ownership of their learning process, which will lead to increased engagement and motivation.

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.

Grade levels will engage in weekly collaborative planning sessions. These sessions will provide a platform for teachers to come together to plan Science instruction collaboratively. As a result, this emphasis on

collaborative planning will ensure alignment and consistency in delivering Standards Aligned Science Instruction.

Person Responsible: Julissa Pina (pr2741@dadeschools.net)

By When: August 14-September 29, 2023

Data trackers will be implemented in grade 5 and 8 to monitor students' progress over time on Baseline, Mid-Year and Topic Assessments. These trackers will enable instructional personnel to gather data on individual students' performance, identify areas of growth, and determine where additional support may be needed. As a result, this data-driven approach will inform instructional decisions and allow for targeted interventions for struggling students.

Person Responsible: Julissa Pina (pr2741@dadeschools.net)

By When: August 14-September 29, 2023

Implement hands-on Essential Labs in all grade levels. As a result, students will be encouraged to think critically, problem solve and have a deeper understanding of the subject matter.

Person Responsible: Julissa Pina (pr2741@dadeschools.net)

By When: August 14-September 29, 2023

#3. Positive Culture and Environment specifically relating to Teacher Attendance

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 EWI PowerBi data, 44% of staff were absent for 10.5+ days during the 2022-2023 school year, compared to 36% for the district and Tier I schools average. Based on this data and the contributing factors of: personal/family issues and health problems we will implement the targeted element of Mindfulness.

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 Teacher Attendance initiatives, we anticipate a decrease of 10 percent of teachers missing 10.5+ days during the 2023-2024 school year.

Monitoring:

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

The administrative team will Collect and analyze teacher attendance data throughout the school year. Regularly review the data to identify trends, patterns, and areas that require additional attention. This ongoing monitoring will help track progress towards the goal and inform necessary adjustments to this initiative.

Person responsible for monitoring outcome:

Julissa Pina (julissapina@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 Teacher Attendance, our school will focus on the evidence based strategy of Mindfulness.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mindfulness is the practice of being in a state of active and open attention in the present. Such practices can reduce stress and burnout in teachers.

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.

Implement a comprehensive wellness program that support the physical and mental well-being of teachers. With the assistance of the PTA, the program can include stress management techniques, wellness activities, and resources for maintaining a healthy work-life balance. As a result, teachers will be in school to facilitate the teaching and learning process.

Person Responsible: Julissa Pina (pr2741@dadeschools.net)

By When: August 14-September 29, 2023

Foster open lines of communication and collaboration among teacher and administrators. Encourage regular check-ins, and collaborative problem-solving sessions to address any concerns or challenges that may contribute to absences. As a result, this supportive community will provide teachers with the necessary resources and support to overcome obstacles which causes absences.

Person Responsible: Julissa Pina (pr2741@dadeschools.net)

By When: August 14-September 29, 2023

During monthly faculty meetings the administrative team will communicate and celebrate progress towards the attendance goal. Success stories will be shared and teachers will be recognized. As a result of these celebrations of progress, teachers will be motivated and inspired to continue their commitment to regular attendance.

Person Responsible: Julissa Pina (pr2741@dadeschools.net)

By When: August 14-September 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.

Based on data analysis, our school will focus on the implementation of a book study of The Growth Mindset Coach. The implementation of The Growth Mindset Coach was identified as a critical need due to 32 percent of teachers not being aware of the PLST (Professional Learning Support Team) and their function. This data is evidence that greatest need for improvement is providing opportunities for the PLST to implement professional learning activities for teachers.

Measurable Outcome:

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

With successful implementation of The Growth Mindset Coach, 100 percent of teachers will know the members of the PLST.

Monitoring:

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

The PLST will establish a clear communication channel via Schoology where grade levels can share their experiences, challenges, and successes related to implementing the growth mindset approach. During monthly faculty meetings, the PLST will engage in constructive conversations with teachers, offering feedback, suggestions, and support.

Person responsible for monitoring outcome:

Julissa Pina (julissapina@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 Positive School Culture, our school will focus on the evidence based strategy of Mindfulness with a book study of The Growth Mindset Coach.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"The Growth Mindset Coach" focuses on the idea of cultivating a growth mindset, which is the belief that abilities and intelligence can be developed through effort, learning, and perseverance. By incorporating this concept into the school culture and professional development, teachers will in turn model these principles for their students and promote a positive attitude towards learning and improvement.

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.

After reading each month's section of "The Growth Mindset Coach", teachers will write down their reflections on a digital platform for discussion.

Person Responsible: Julissa Pina (pr2741@dadeschools.net)

By When: August 14-September 29, 2023

Teachers will actively cultivate a print-rich environment, surrounding students with diverse reading materials and interactive displays that ignite curiosity and foster a love for learning. Additionally, they will strategically incorporate brain breaks into the curriculum, offering students short moments of relaxation and movement to enhance focus, resilience. As a result, students will have a positive growth mindset.

Person Responsible: Julissa Pina (pr2741@dadeschools.net)

By When: August 14-September 29, 2023

During the "Shark Attack" announcements, the anchors will incorporate a daily growth mindset message. As a result, the messages will nurture students' resilience and motivation as they start their day.

Person Responsible: Julissa Pina (julissapina@dadeschools.net)

By When: August 14-September 29, 2023

During class time, students will be encouraged to actively participate in accountable talk, fostering a growth mindset by discussing challenges, strategies, and perspectives that lead to deeper understanding and collaboration. As a result, this practice will cultivate a culture of continuous learning and empower students to embrace the value of effort and perseverance.

Person Responsible: Julissa Pina (pr2741@dadeschools.net)

By When: August 14-September 29, 2023