

Miami-Dade County Public Schools

Lake Stevens Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Lake Stevens Elementary School

5101 NW 183RD ST, Miami Gardens, FL 33055

<http://lstevens.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.

Lake Stevens Elementary focuses on academic and professional collaboration with faculty, staff, students, parents, and community stakeholders. Our goal, continuous school improvement, is supported by progress monitoring of student performance data. In order to sustain a climate of academic excellence and high expectations for everyone, we are strengthened through professional development, student engagement, and parent involvement.

Provide the school's vision statement.

Spreading our wings to develop the whole child. Helping students make continuous strides towards excellence.

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
Wright, Eric	Principal	The principal strategically organizes and establishes structures to monitor the implementation of instruction and teacher effectiveness. The principal coordinates monthly leadership team meetings to provide updated instructional information on best practices, student performance data, and instructional processes (when needed). Monthly faculty meetings include sharing of best practices by subject area. Professional literature is shared with teachers via the District's email system on a monthly basis. Frequent data conferences with teachers and the assistant principal are conducted throughout the year to ensure that a focused climate of academic achievement is maintained. The principal provides a framework for the master schedule and reviews for revisions. Team building activities that promote a positive school culture of collegiality are provided for faculty members.
Cunningham, Wanda	Assistant Principal	<p>Mrs. Cunningham, the assistant principal responsibilities include but not limited to working with the principal to oversee the operations of school, curriculum alignment, behavior management and safety procedures. She also works collaborative to develop, implement and monitor instructional framework that aligns curriculum with state standards, effective instructional practices student learning needs through classroom walkthroughs and teacher observations. Meets with teachers to discuss progress monitoring of Tier 1, Tier 2, and Tier 3 students. Manages ESE, ESOL, Title I and Pre-K programs to ensure compliance with the district and state.</p> <p>The Assistant Principal is also the school's Local Education Agency (LEA) who convenes with parents regarding MTSS, ESE, ESOL plans and strategies the school will provide to enhance student achievement. She creates teachers schedules and ensure implementation of professional development.</p> <p>In addition, she assists the principal with recruiting, retaining, developing, and evaluating a diverse faculty and staff.</p>
Farley, Marcelle	Instructional Coach	This teacher leader provides curriculum support and professional development for teachers and activities for tier 1, 2, and 3 students by assists with the disaggregation of data, and curriculum planning. This teacher leader assists colleagues on each grade level by providing information about ELA and STEAM instruction. This teacher leader collaborate with other faculty members by attending District professional development to assist with planning for their Reading and Language Arts. Additionally, this teacher leader designs, and delivers professional development activities to colleagues to share information. Lastly, this teacher leader is assigned to mentor teachers that are new to teaching and those that need extra support with content knowledge.
Lewis, Sakinah	Instructional Coach	This teacher leader provides curriculum support and professional development for teachers and activities for tier 1, 2, and 3 students by assists with the disaggregation of data, and curriculum planning. This

Name	Position Title	Job Duties and Responsibilities
		teacher leader assists colleagues on each grade level by providing information about Math instruction. This teacher leader collaborates with other faculty members by attending District professional development meetings (ICADS) to assist with planning for Mathematics.

Stakeholder Involvement and SIP Development

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

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

The school administration will communicate the importance of their involvement in the SIP development process. Information will be shared during faculty meetings, ESSAC meetings, and monthly newsletters to parents. In addition, surveys will be used to reach out to stakeholders and encourage their participation. The leadership team will synthesize the data to create a comprehensive overview of the school's needs and potential improvement strategies. The school's leadership team, with input from stakeholders, will draft the School Improvement Plan. The plan should be based on the data collected from stakeholders and align with the school's vision and goals. Before finalizing the SIP, the draft will be shared with all stakeholders for review and feedback. This step ensures that the plan incorporates diverse perspectives and concerns and is likely to receive greater support once implemented. The school will implement the strategies and action steps outlined in the plan. During this stage, there will be continuous monitoring and communication with stakeholders to keep them informed of progress and any adjustments made along the way.

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))

Regularly monitor the progress of the SIP's implementation and evaluate its effectiveness. Stakeholders will engage in periodic reviews and feedback sessions to assess whether the plan is achieving its intended outcomes and whether any adjustments or improvements are needed. The leadership team will conduct walkthroughs to verify that strategies for each focus area are implemented with fidelity. Teachers will have the opportunity to share what is working during faculty and grade level meetings. The leadership team will use assessment data to monitor students' progress and share information with parents and community members during ESSAC meetings. Adjustment and updates to the SIP will be made during the mid year review.

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	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
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) 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	3	11	6	2	0	0	0	39	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	4	0	5	0	1	0	0	0	10	
Course failure in Math	0	4	0	5	0	0	0	0	0	9	
Level 1 on statewide ELA assessment	0	0	0	11	10	4	0	0	0	25	
Level 1 on statewide Math assessment	0	0	0	4	2	2	0	0	0	8	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	10	15	20	11	13	0	0	0	78	

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	0	10	2	1	0	0	0	15

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	3	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	7	3	6	4	3	0	0	0	23	
One or more suspensions	0	4	0	0	0	0	0	0	0	4	
Course failure in ELA	0	1	4	11	1	2	0	0	0	19	
Course failure in Math	0	1	1	10	1	0	0	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	6	4	5	0	0	0	15	
Level 1 on statewide Math assessment	0	0	0	3	4	7	0	0	0	14	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	4	13	5	6	0	0	0	29	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	2	12	3	4	0	0	0	22

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	1	6	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	0	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	7	3	6	4	3	0	0	0	23
One or more suspensions	0	4	0	0	0	0	0	0	0	4
Course failure in ELA	0	1	4	11	1	2	0	0	0	19
Course failure in Math	0	1	1	10	1	0	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	6	4	5	0	0	0	15
Level 1 on statewide Math assessment	0	0	0	3	4	7	0	0	0	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	4	13	5	6	0	0	0	29
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	2	12	3	4	0	0	0	22

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	1	6	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	0	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*	61	60	53	54	62	56	33		
ELA Learning Gains				85			51		
ELA Lowest 25th Percentile				78					
Math Achievement*	83	66	59	69	58	50	37		
Math Learning Gains				89			37		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				85					
Science Achievement*	61	58	54	54	64	59	41		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	50	63	59	89			58		

* 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	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	319
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	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	603
Total Components for the Federal Index	8
Percent Tested	100

2021-22 ESSA Federal Index

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	49			
ELL	70			
AMI				
ASN				
BLK	61			
HSP	70			
MUL				
PAC				
WHT				
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	56			
ELL	76			
AMI				
ASN				
BLK	64			
HSP	81			
MUL				
PAC				
WHT				
FRL	74			

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	61			83			61					50
SWD	41			73							3	
ELL	68			87							4	50
AMI												
ASN												
BLK	55			79			58				4	
HSP	69			88			67				5	50
MUL												
PAC												
WHT												
FRL	57			80			55				5	52

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	54	85	78	69	89	85	54					89
SWD	29	80		43	70							
ELL	60	95		76	86		50					89
AMI												
ASN												
BLK	47	72	60	58	86	87	40					
HSP	63	97		81	92		65					89
MUL												
PAC												
WHT												
FRL	53	85	76	66	92	83	52					88

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	33	51		37	37		41					58
SWD	20			5								
ELL	27			30								58
AMI												
ASN												
BLK	28	42		37	42		41					
HSP	39	63		37	31		41					58
MUL												
PAC												
WHT												
FRL	31	53		34	38		42					62

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	64%	56%	8%	54%	10%
04	2023 - Spring	50%	58%	-8%	58%	-8%
03	2023 - Spring	53%	52%	1%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	79%	63%	16%	59%	20%
04	2023 - Spring	74%	64%	10%	61%	13%
05	2023 - Spring	86%	58%	28%	55%	31%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	50%	11%	51%	10%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The number of students scoring proficient on the 2023 FAST Reading Assessment PM3 was 53% for 3rd grade, 50% for 4th grade and 64% for 5th grade. The lowest performance was on the 3rd and 4th Grade ELA FAST assessment. The contributing factors may include the number of English Language Learners that were added to these classes in the middle of the school year. Although these students made significant gains, several did not achieve proficiency.

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

According to the 2023 iReady Reading Assessment (AP2), student proficiency in third grade decreased to 43% from 57% on the 2022 iReady Reading Assessment (AP2) and in second grade there was a decrease to 22% from 34%.

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.

On the fourth grade FAST ELA assessment, students scoring proficient was 50% which was eight points below the state proficiency score of 58%. A possible contributing factor is increase in number of ELL students in that grade level.

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

In grades 3-5 on the ELA FAST assessment, 56% of the students scored proficient.
In grades 3-5 on the Math FAST assessment, 80% of the students scored proficient.

We ensured that manipulatives and differentiated instruction were being implemented in the classrooms. Administrative walkthroughs with feedback took place on a weekly basis as well as collaborative planning sessions to properly align resources for instruction. Teachers establish daily routines that engaged students in the learning process. This included providing hands-on experiences. Teachers also provided timely corrective feedback and conducted data chats to help students monitor their own learning. The Leadership Team contributed to this success by conducting data conferences with teachers to monitor the students who were having difficulties.

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

Based on the 2022-2023 assessment data, seventy-eight of our students have significant deficiencies, and twenty-eight scored level 1 on the English Language Arts assessment.

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

1. Increase the number of students scoring proficient on 2024 third grade FAST Reading Assessment PM3 by at least 3%.
2. Increase the number of students scoring proficient on 2024 fourth grade FAST Reading Assessment PM3 by at least 3%.
3. Provide professional development on using reading strategies in content area to increase understanding on informational text. 1. Increase the number of students scoring proficient on 2024 third grade FAST Reading Assessment PM3 by at least 3%.
4. Implement specific vocabulary instruction to

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 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 2022-2023 FAST English Language Arts Data, 56% of 3rd, 4th, and 5th grade students were proficient in ELA as compared to the district average of 53%. Based on the data and the identified contributing factors of inconsistent differentiated instruction, 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 the evidence-based intervention of differentiated instruction, 3rd, 4th and 5th grade students will demonstrate a 3 percentile points increase in ELA proficiency by June 2024 as demonstrated by the 2024 FAST English Language Arts Assessment results.

Monitoring:

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

The Leadership Team will conduct quarterly data chats with ELA teachers. Groups will be adjusted based on current data, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of explicit instruction and differentiation for L25 students, in particular. Data Analysis of formative assessments of

L25 students will be reviewed monthly to observe progress. We will create a student data tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Wanda Cunningham (171998@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.)

Our school will focus on the evidence-based strategy of Differentiated Instruction. The systematic approach of differentiated instruction will accelerate the learning gains of our L25s in ELA. DI instruction will be monitored in teachers lesson plans and with data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29: All grade level ELA teachers will attend bi-weekly collaborative planning meetings with the Reading Coach to plan standards aligned instruction and utilize data to create intervention groups.

Person Responsible: Marcelle Farley (189576@dadeschools.net)

By When: 8/14 - 9/29

8/14-9/29: Teachers will use unit assessments, progress monitoring and i-Ready diagnostics to create flexible intervention groups and make adjustments to groups as needed.

Person Responsible: Wanda Cunningham (171998@dadeschools.net)

By When: 8/14 - 9/29

8/14-9/29: The Leadership Team will conduct walk-throughs to ensure that Differentiated instruction and intervention is conducted with fidelity and provide teachers with constructive feedback.

Person Responsible: Eric Wright (ewright1@dadeschools.net)

By When: 8/14-9/29

#2. 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 2023 Statewide Science Assessment, 61% of 5th grade students were proficient in Science as compared to the district average of 50%. Based on the data and the identified contributing factors of : lack of student engagement, 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 the evidence-based intervention of Student-Centered learning fifth grade students will demonstrate a 3 percentile points increase in Science proficiency by June 2024 as demonstrated by the 2024 Statewide Science Assessment results.

Monitoring:

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

Through peer support and collaboration across grade levels, teachers will receive assistance with creating lessons and labs that are student centered and engaging. Students will be more engaged in science lessons.

Walkthroughs during science instruction will ascertain that labs are conducted with fidelity. Data Chats and data disaggregation of topic assessment will reveal the effectiveness of the engagement. In turn, the data chats will lead to intervention groups that can be targeted using additional engaging activities.

Person responsible for monitoring outcome:

Althea Ricketts-Burke (283715@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.)

We will focus on the evidence-based strategy of: Student-Centered learning by creating hands-on labs at every grade level that promote students' curiosity, interest, optimism, and passion for learning. Students will be motivated to learn and will show progress on their quarterly science assessments. Students journals will reflect student engagement as evidence by their notes and responses to questions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The term Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students .

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29: Teachers will design lesson plans that include student centered activities such as science labs, STEAM activities, Kahoots, Flipgrid, and games. As a result lessons plans will included these activities and students' journal with have evidence of lab and STEAM activities.

Person Responsible: Wanda Cunningham (171998@dadeschools.net)

By When: 8/14-9/29

8/14-9/29 Teachers will participate in a collaborate across grade levels to share Best Practices for hands-on activities to improve student engagement during classroom instruction. As a result, teachers will included best practices in their lesson plans and student outcomes in journals and science assessments will be evidence of implementation.

Person Responsible: Wanda Cunningham (171998@dadeschools.net)

By When: 8/14-9/29

8/14-9/29: Teachers will use visual representations such as manipulatives, graphic organizers and concept maps to enhance student learning and to check for understanding. As students engage in labs and hands-on activities, their mastery of content will be evident in the information included on graphic organizers and concept maps.

Person Responsible: Marcelle Farley (189576@dadeschools.net)

By When: 8/14-9/29

#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 2022-2023 PowerBI Student Attendance report, 23% of students in grades K-5 had 11-15 absences, compared to the 2021-2022 PowerBI Student Attendance report showing 20% of students in grades K-5 having 11-15 absences. Based on the data and the identified contributing factors of: lack of incentives, we will implement the Targeted Element of Benchmark-aligned Early Warning Systems.

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 evidence-based intervention of Attendance Initiatives, the number of students in grades K-5 with 11-15 absences will decrease by 3% from 23% to 20% on the Early Warning System Report.

Monitoring:

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

This Area of Focus will be monitored for the desired outcome by having a designated committee to monitor student attendance reports on a weekly basis to provide early interventions so students do not accumulate excessive absences. During data chats, teachers and administrators will identify students with two or more indicators and discuss strategies to improve their progress.

Person responsible for monitoring outcome:

Wanda Cunningham (171998@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 to have the attendance review committee pull attendance reports and meet with parents whose children have accumulated 3 total absences to identify resources for parents to ensure students are in attendance daily.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29: Identify individuals which will serve on the Attendance Review Committee. Based on this, the committee will be able to closely monitor student attendance and develop attendance incentive programs.

Person Responsible: Wanda Cunningham (171998@dadeschools.net)

By When: 8/14 - 9/29

8/14-9/29: Monitor student progress during data chats and develop a school-wide attendance incentive plan which includes announcing classes with perfect attendance. Based on the incentive plan, students will be motivated to attend school daily and will be rewarded for their attendance.

Person Responsible: Wanda Cunningham (171998@dadeschools.net)

By When: 8/14-9/29

8/14-9/29: At the end of each week, students with perfect attendance will be entered into a gift-card drawing that will take place at the end of the quarter. Create an 100% attendance chart so teachers can track the class daily.

Person Responsible: Wanda Cunningham (171998@dadeschools.net)

By When: 8/14-9/29

#4. 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 PowerBI Teacher Attendance report, 45% of teacher showed 6-10 absences. Although this increase was a result of the number of teachers with 10 more absences decreasing by 13 percentage points, our goals is to stress the importance of attendance correlation to academic success. We will implement the Targeted Element of Teacher Attendance.

Measurable Outcome:

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

The specific measurable outcome the school plans to achieve is to decrease the percentage of teacher with 5.5 -10 absences by at least 3 percentage points from 45% to 42%.

Monitoring:

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

This Area of Focus will be monitored for the desired outcome by administration who will review attendance reports on a weekly basis to provide early interventions.

Person responsible for monitoring outcome:

Eric Wright (ewright1@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.)

With the implementation of evidence-based intervention of Celebrate Successes, the number of teachers showing 6-10 absences will decrease by 3% by the end of the school year, as demonstrated by the 2024 EWI Data.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29: Develop a school-wide attendance incentive plan which includes announcing teachers with perfect attendance each quarter. Based on the incentive plan, teachers will be motivated to attend school daily and will be rewarded for their attendance.

Person Responsible: Eric Wright (ewright1@dadeschools.net)

By When: 8/14-9/29

8/14-9/29: At the end of each quarter teachers with perfect attendance will be entered into a gift-card drawing.

Person Responsible: Eric Wright (ewright1@dadeschools.net)

By When: 8/14 - 9/29

8/14 - 9/29 Strategic Attendance Initiatives involve close monitoring and reporting of teacher absences. More direct measures will include conversations with teachers with excessive absences.

Person Responsible: Eric Wright (ewright1@dadeschools.net)

By When: 8/14-9/29

8/14 - 9/29 Participation in team building activities during faculty meeting and during social committee events will be encouraged teachers to present and engaged.

Person Responsible: Eric Wright (ewright1@dadeschools.net)

By When: 8/14 - 9/29

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

According to the 2022-2023 STAR Reading assessment 50% scored proficient as compared to the required score of below 50%. Based on the data and the identified contributing factors of inconsistent intervention, we will implement the Targeted Element of Intervention.

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

According to the 2022-2023 FAST English Language Arts Data, 56% of 3rd, 4th, and 5th grade students were proficient in ELA as compared to the district average of 53%. Based on the data and the identified contributing factors of inconsistent intervention, we will implement the Targeted Element of Intervention.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of the evidence-based intervention of Intervention/Response to Intervention, kindergarten students will demonstrate a 3 percentile points increase in Reading proficiency by June 2024 as demonstrated by the 2024 FAST Star Reading PM3 results.

Grades 3-5 Measurable Outcomes

With the implementation of the evidence-based intervention of Intervention/Response to Intervention, 3rd-5th grade students will demonstrate a 3 percentile points increase in Reading proficiency by June 2024 as demonstrated by the 2024 FAST English Language Arts results.

Monitoring**Monitoring**

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

The Area of Focus will be monitored for the desired outcome by having the Reading Coach plan with and support Reading teachers during instruction and reviewing ELA Unit assessments.

The leadership team will also monitor that intervention is taking place and check point assessments are administered.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Farley, Marcelle , mfarley@dadeschools.net

Evidence-based Practices/Programs

Description:

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

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

The evidence-based intervention being implemented for this Area of Focus is ensuring that students have exposure to the foundational skills needed for comprehension. As a result, students will be able to attend small group instruction and tutorial programs focusing on the foundational skills in Reading.

Rationale:

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

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

The rationale for selecting small group instruction focused on foundational skill is to provide students with a solid foundation and build upon the Reading skills necessary to build reading fluency and comprehension.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/14-9/29: Literacy Leadership - Classroom Walkthroughs will be conducted throughout the year to monitor the fidelity of differentiated instruction and observe student work products.	Farley, Marcelle, 189576@dadeschools.net
8/14-9/29: Literacy Coach will conduct weekly collaborative planning sessions to address differentiated instruction strategies, disaggregate data, and adjust small groups. Coach Teacher Collaborations (CTC) to provide support and model appropriate instruction will be implemented as needed.	Farley, Marcelle, 189576@dadeschools.net
8/14-9/29: Assessment - Teachers will use data to conduct data chats with students and the leadership team will plan for data chats with teachers.	Cunningham, Wanda, 171998@dadeschools.net
8/14-9/29: Professional Development - Teachers will attend ELA professional Development specific to their grade levels.	Wright, Eric, ewright1@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Information will be disseminated to stakeholder by the following methods:

The SIP plan will be share during faculty meetings and ESACE meetings. At the ESSAC meeting teachers, parents, students and community members will have the opportunity to suggest changes or additions to SIP.

At mid-year, data will be evaluated to determine what changes are needed.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

At Lake Stevens Elementary our school addresses building a positive relationships by fostering inclusivity, effective communication, flexibility in scheduling, and by respecting diversity. Teachers all communicate using Schoology, and Class Dojo to provide consistency for parents at our school. All students are invited to participate in extracurricular activities. To promote attendance students are recognized on the morning announcements and incentives are provided. Students receive i-Ready incentives each quarter for "Leveling Up". We celebrate student success with Ices, popcorn and other

incentives. The guidance counselors provides classroom sessions to facilitate lessons on Social and Emotional Learning. EESAC meetings are held to provide stakeholders the opportunity to give input on the school improvement process as well as approval of spending of funds in the EESAC budget. Monthly calendars are sent home to keep parent informed of schools activities. Report form each assessment is sent to parents to keep them abreast of students' progress.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We are committed to continuously enhancing our academic program to empower our students with a well-rounded education. In line with this vision, we have devised a comprehensive plan to strengthen our academic program, increase learning time, and provide an enriched and accelerated curriculum. To foster a dynamic learning environment, we will incorporate differentiated instruction, utilizing various teaching strategies that cater to the diverse needs and learning styles of our students. Additionally, we will implement small group activities to encourage collaborative learning and peer-to-peer engagement. By adopting a student-centered approach, we aim to empower our students to take ownership of their learning journey, fostering critical thinking, problem-solving skills, and creativity. With these initiatives, we are confident in creating a more balanced and engaging academic experience for our students.

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

In developing this plan, it is crucial to emphasize the coordination and integration with other Federal, State, and local services, resources, and programs. By working collaboratively with programs supported under the Every Student Succeeds Act (ESSA), violence prevention initiatives, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing innovative approaches, we can create a comprehensive and holistic approach to addressing the needs of our students and communities. This collaborative effort ensures that we tap into a wide range of expertise, resources, and services, allowing us to provide a more well-rounded and effective support system for our students. By leveraging these partnerships, we can maximize the impact of our efforts and create a stronger foundation for success.