# Leisure City K 8 Center School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

## Table of Contents

# Leisure City K 8 Center

## 14950 SW 288TH ST, Homestead, FL 33033

## http://lecityk8dolphins.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: <br><br> 1. Have an overall Federal Index below 41%; <br> 2. Have a graduation rate at or below 67%; <br> 3. Have a school grade of D or F; or <br> 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.**

Our school strives to be a racially and culturally diverse community of students, parents, and staff dedicated to creating a peaceful environment where each person is treated with unconditional positive regard and acceptance. Within such an environment, each student and professional within these walls will be empowered and inspired to reach his or her full academic, emotional, physical, and spiritual potential. Leisure City K-8 Center will not sleep until this work is done.

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

Our vision is to create a nationally known urban K-8 center that produces leaders representative of all ages, races, nationalities, languages, and cultures in education, a world class educational center that impacts the world starting with investing our most prized resources into the neighborhood in which it is located. With the talent, sacrifice, and effort of all working together as a team, this community and the world to which we impact will become a much more pleasant place in which to live and work.

## 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 |
|---|---|---|
| Hall, Walter | Principal | The role of the Principal is to provide leadership, direction ,and coordination within the school. The Principal's main focus should be to develop and maintain effective educational programs within his school and to promote the improvement of teaching and learning with his school. The Principal strives to create an organization and or climate which fosters student and teacher growth. The duties of the School Principal are all encompassing as all aspects of the schools operations are either directly or indirectly under his/her jurisdiction. In general terms, the Principal is responsible for the detailed organization of the school, the development of the instructional program, the assignment of duties to and the supervision of members of his staff, and the general operation of the school facility. |
| McCrink, Christina | Assistant Principal | The primary purpose of the Assistant Principal is to assist the school principal in overall administration of instructional program and campus level operations and to coordinate assigned student activities and services. Other major responsibilities include instructional and personnel management, fostering school and community relations, and student management, among others. |
| Bess, Kylah | Math Coach | The Math Coach performs the following duties:<br>- Work with educators to identify issues with students or curriculum, set goals, and solve problems<br>- Collaborate with educators and school administrators to develop curriculum and lesson plans<br>- Create teaching material for educators<br>- Attend professional development conferences and workshops<br>- Help teachers conduct student assessments and analyze student work<br>- Interpret data after student or teacher assessments have been conducted<br>- Design and lead professional development presentations for educators<br>- Model lessons to help educators learn |
| Harris, Albertha | Teacher, ESE | The ESE Support Facilitator works in conjunction with school administrators, general education teachers, related service providers, and other support personnel to communicate and address the unique needs of students with disabilities. The ESE Support Facilitator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/ or facilitates IEP Team meetings for a caseload of students with disabilities. The ESE Support Facilitator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately implement a student's IEP. |
| Robledo, Maura | Instructional Coach | - Work with educators to identify issues with students or curriculum, set goals, and solve problems<br>- Collaborate with educators and school administrators to develop curriculum and lesson plans<br>- Create teaching material for educators<br>- Attend professional development conferences and workshops<br>- Help teachers conduct student assessments and analyze student work |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | - Interpret data after student or teacher assessments have been conducted<br>- Design and lead professional development presentations for educators<br>- Model lessons to help educators learn |
| Chacon, Maya | ELL Compliance Specialist | As the Test Chairperson and ELL Chairperson, Ms. Chacon is responsible for the administration of numerous district, state, and national assessments.<br>The Test Chair needs to:<br>- Plan ahead to ensure that school administrators, teachers, parents, and students are aware of the dates and times of the test administration windows -<br>Provide school-level training for everyone who will be either administering tests, proctoring test sessions, or handling the testing materials<br>- Locate a secure storage room for testing materials<br>- Select rooms for testing that have adequate space, seating, ventilation, and lighting<br>- Ensure that all needed testing materials have arrived and have been counted<br>- Audit testing rooms and materials to ensure that the test is being administered according to the guidelines and<br>procedures specified in the testing program's administration manual/program guide<br>- Process test materials for local scoring or for return to the district warehouse, or test contractor, depending on the program. |

**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.

Stakeholders play an important role in developing the School Improvement Process (SIP). The Leadership Team uses multiple data sources to gather, target and organize goals and objectives to ensure student academic achievement. The School Culture Survey is utilized to disaggregate data based on parent, student and teacher feedback and drive school-wide decisions. Community leaders and parents are invited to EESAC meetings and encouraged to provide feedback regarding the SIP.

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

The SIP serves as a live document that aligns to our students' needs based on the State academic standards and State assessment results. As such, it is monitored, adjusted and implemented by the Leadership Team and teachers, as well as shared with all stakeholders, including but not limited to parents and community members during EESAC meetings and parental involvement opportunities. Each member of the Leadership Team is responsible for ensuring the Action Steps are being executed with fidelity by conducting regular Classroom Walkthroughs, attending Common Planning Meetings, sharing

data and pertinent information at Faculty Meetings and during Data Chats and Grade Level Conversations. Based on the FAST ELA and Math PM results, ELA Progress Monitoring Assessments, Math, Science and EOC Topic Assessments and student work samples, the SIP will continue to be revised based on data-driven decisions and student achievement results.

**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** | 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 | ATSI |
| **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: B  2019-20: B  2018-19: B  2017-18: B |
| **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 | 21 | 26 | 22 | 34 | 24 | 17 | 27 | 20 | 23 | 214 |
| One or more suspensions | 0 | 0 | 0 | 1 | 1 | 2 | 2 | 0 | 3 | 9 |
| Course failure in English Language Arts (ELA) | 0 | 19 | 17 | 11 | 3 | 6 | 3 | 0 | 0 | 59 |
| Course failure in Math | 0 | 17 | 7 | 10 | 1 | 31 | 2 | 0 | 1 | 69 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 59 | 38 | 31 | 44 | 28 | 33 | 233 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 64 | 38 | 22 | 23 | 17 | 19 | 183 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 29 | 43 | 39 | 77 | 53 | 41 | 77 | 53 | 56 | 468 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 3 | 18 | 11 | 62 | 34 | 32 | 31 | 16 | 23 | 230 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 3 | 15 | 2 | 34 | 0 | 0 | 0 | 0 | 0 | 54 |
| Students retained two or more times | 0 | 0 | 0 | 4 | 4 | 2 | 3 | 2 | 1 | 16 |

**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 | 34 | 18 | 24 | 29 | 17 | 27 | 19 | 23 | 191 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 12 | 4 | 22 |
| Course failure in ELA | 0 | 3 | 8 | 20 | 7 | 4 | 24 | 3 | 7 | 76 |
| Course failure in Math | 0 | 3 | 11 | 22 | 1 | 4 | 47 | 3 | 8 | 99 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 22 | 42 | 27 | 39 | 30 | 35 | 195 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 20 | 44 | 45 | 44 | 34 | 27 | 214 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 5 | 12 | 74 | 34 | 30 | 52 | 38 | 51 | 296 |

**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 | 4 | 10 | 30 | 35 | 30 | 57 | 29 | 33 | 228 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 6 | 5 | 22 | 0 | 2 | 0 | 1 | 1 | 37 |
| Students retained two or more times | 0 | 0 | 0 | 4 | 4 | 2 | 2 | 5 | 3 | 20 |

**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 | 34 | 18 | 24 | 29 | 17 | 27 | 19 | 23 | 191 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 12 | 4 | 22 |
| Course failure in ELA | 0 | 3 | 8 | 20 | 7 | 4 | 24 | 3 | 7 | 76 |
| Course failure in Math | 0 | 3 | 11 | 22 | 1 | 4 | 47 | 3 | 8 | 99 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 22 | 42 | 27 | 39 | 30 | 35 | 195 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 20 | 44 | 45 | 44 | 34 | 27 | 214 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 5 | 12 | 74 | 34 | 30 | 52 | 38 | 51 | 296 |

**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 | 4 | 10 | 30 | 35 | 30 | 57 | 29 | 33 | 228 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 6 | 5 | 22 | 0 | 2 | 0 | 1 | 1 | 37 |
| Students retained two or more times | 0 | 0 | 0 | 4 | 4 | 2 | 2 | 5 | 3 | 20 |

## 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* | 39 | 61 | 53 | 40 | 62 | 55 | 35 | | |
| ELA Learning Gains | | | | 61 | | | 36 | | |
| ELA Lowest 25th Percentile | | | | 55 | | | 30 | | |
| Math Achievement* | 48 | 63 | 55 | 39 | 51 | 42 | 28 | | |
| Math Learning Gains | | | | 68 | | | 37 | | |
| Math Lowest 25th Percentile | | | | 69 | | | 36 | | |
| Science Achievement* | 40 | 56 | 52 | 30 | 60 | 54 | 22 | | |
| Social Studies Achievement* | 64 | 77 | 68 | 81 | 68 | 59 | 52 | | |
| Middle School Acceleration | 70 | 75 | 70 | 48 | 61 | 51 | 51 | | |
| Graduation Rate | | 76 | 74 | | 53 | 50 | | | |
| College and Career Acceleration | | 73 | 53 | | 78 | 70 | | | |
| ELP Progress | 44 | 62 | 55 | 52 | 75 | 70 | 39 | | |

*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) | ATSI |
| OVERALL Federal Index – All Students | 48 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 333 |
| Total Components for the Federal Index | 7 |

| 2021-22 ESSA Federal Index | |
|---|---|
| Percent Tested | 99 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 54 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 543 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 98 |
| 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 | 17 | Yes | 4 | 1 |
| ELL | 41 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 44 | | | |
| HSP | 49 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 46 | | | |

| 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 | 37 | Yes | 3 | |
| ELL | 47 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 55 | | | |
| HSP | 54 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 53 | | | |

Table title: **2021-22 ESSA SUBGROUP DATA SUMMARY**

## 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 | 39 | | | 48 | | | 40 | 64 | 70 | | | 44 |
| SWD | 16 | | | 21 | | | 8 | 15 | | | 6 | 28 |
| ELL | 37 | | | 52 | | | 33 | 46 | | | 6 | 44 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 31 | | | 39 | | | 34 | 71 | 67 | | 6 | |
| HSP | 43 | | | 53 | | | 40 | 62 | 71 | | 7 | 43 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 38 | | | 47 | | | 36 | 67 | 66 | | 7 | 42 |

| 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 | 40 | 61 | 55 | 39 | 68 | 69 | 30 | 81 | 48 | | | 52 |
| SWD | 11 | 48 | 44 | 14 | 58 | 56 | 7 | 60 | | | | 36 |
| ELL | 35 | 57 | 53 | 35 | 66 | 74 | 22 | 71 | 8 | | | 52 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 35 | 61 | 60 | 33 | 69 | 64 | 30 | 88 | | | | |
| HSP | 41 | 61 | 53 | 41 | 67 | 72 | 31 | 77 | 46 | | | 53 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 39 | 61 | 55 | 39 | 67 | 69 | 29 | 80 | 43 | | | 52 |

| 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 | 35 | 36 | 30 | 28 | 37 | 36 | 22 | 52 | 51 | | | 39 |
| SWD | 8 | 20 | 15 | 10 | 25 | 26 | 10 | 25 | | | | 33 |
| ELL | 31 | 34 | 32 | 31 | 43 | 40 | 17 | 46 | 36 | | | 39 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 34 | 33 | 23 | 20 | 27 | 35 | 14 | 47 | 42 | | | |
| HSP | 35 | 37 | 33 | 31 | 41 | 34 | 25 | 52 | 54 | | | 40 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 34 | 35 | 30 | 26 | 36 | 36 | 21 | 50 | 48 | | | 40 |

**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 | 41% | 56% | -15% | 54% | -13% |
| 07 | 2023 - Spring | 34% | 50% | -16% | 47% | -13% |
| 08 | 2023 - Spring | 39% | 51% | -12% | 47% | -8% |
| 04 | 2023 - Spring | 44% | 58% | -14% | 58% | -14% |
| 06 | 2023 - Spring | 40% | 50% | -10% | 47% | -7% |
| 03 | 2023 - Spring | 24% | 52% | -28% | 50% | -26% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 59% | 58% | 1% | 54% | 5% |
| 07 | 2023 - Spring | 46% | 48% | -2% | 48% | -2% |
| 03 | 2023 - Spring | 29% | 63% | -34% | 59% | -30% |
| 04 | 2023 - Spring | 42% | 64% | -22% | 61% | -19% |
| 08 | 2023 - Spring | 63% | 59% | 4% | 55% | 8% |
| 05 | 2023 - Spring | 46% | 58% | -12% | 55% | -9% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 0% | 40% | -40% | 44% | -44% |
| 05 | 2023 - Spring | 42% | 50% | -8% | 51% | -9% |

| ALGEBRA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 81% | 56% | 25% | 50% | 31% |

| BIOLOGY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 88% | 65% | 23% | 63% | 25% |

| CIVICS | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 62% | 68% | -6% | 66% | -4% |

## 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.**

Science showed the lowest performance overall. Science data has shown a downward trend since the 2019 Statewide Assessment administration. The 2022-2023 data shows students who were administered the Grade 8 Science scored zero percent. Some factors that contributed to this were teachers' limited use of district resources, as well as placement of proficient students in Biology instead of Science 3. Acceleration proved a successful endeavor; data shows students who were administered the Biology Honors EOC scored at 88% proficiency.

**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 the Civics EOC. The data shows a 19% decrease from the prior year (81% to 62%). The factors that contributed to this decline was discipline concerns within the 7th grade level as well as most of the students having reading proficiency limitations, limiting their ability to analyze and comprehend the complexity of the Civics EOC question items.

**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.**

FAST ELA was the data component with the greatest gap when compared to the state average. School data shows Grade 3-8 English Language Arts proficiency at a 41% which is 9 percentage points lower than the state. A factor that contributed to this gap was students having to test online, students were not use to testing being administered online which led to fewer students obtaining proficiency.

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

Middle school acceleration is the data component which shows the most improved. In 2022, data shows middle school acceleration had a 48% proficiency. In 2023, data shows middle school acceleration at 88% proficient which is a 40 percent point increase. The school actions that contributed to this increase in proficiency was using data to properly place students in acceleration classes.

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

A potential area of concern identified while analyzing the EWS data is 7th grade students having the highest number of referrals during the 2022-2023 school year. This is a result of teachers not being thoroughly trained in progressive discipline practices. Interventions that will be implemented for the

2023-24 school year are professional development trainings on progressive discipline, classroom management, and Positive Behavior Support (PBS) Strategies.

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

The highest priority for school improvement in the 2023-2024 school year will be academic achievement through data analysis. We want to be a data driven school through analyzing data, grouping students according to their level of ability, matching teacher strengths with student needs, and providing the right resources to teachers and students based on data analysis. In order to achieve this, we will provide the support for our teachers to become efficient in the ability to read, understand, and use data effectively to make decisions regarding student grouping and instruction.

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

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

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

According to 2023 FAST PM data, 14.3 percent of our Students with Disabilities (SWD) earned proficiency on the ELA FAST Assessment. Based on the data and the contributing factors of: learning gaps due to cognitive disabilities, inconsistent use of standard-aligned resources, and limited use of Achievement Level Descriptors to help students reach the mastery level of the standards, we will implement standard-aligned instruction.

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

By successfully focusing on scaffolding while adhering to standards-aligned instruction to meet the needs of Students with Disabilities (SWD), an additional 10 percent of SWD students will score at or above grade level bringing the proficiency from 14.3 percent to 24 percent proficiency in reading on the FAST assessment during PM3.

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

The Leadership Team will collaborate to ensure coaches are disseminating best practices during common planning and assisting in classrooms with the greatest needs. Administrators will conduct walk-throughs with specific "look fors" that target areas of focus such as setting the purpose for learning, differentiated instruction, and learning target.

**Person responsible for monitoring outcome:**

Christina McCrink (christinamccrink@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 SWD, our school will focus on the Evidence-based intervention of Standard-Aligned Instruction. Standard-Aligned Instruction will assist in guiding the planning, implementation and assessment of student learning. This will allow teachers to ensure that their students meet the demands targeted. Standard-Aligned Instruction will be monitored by evidence in teacher lesson plans, work samples and data driven conversations to include Ongoing Progress Monitoring.

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

Standards-aligned instruction refers to teachers executing lessons based on the standards learning targets and ensure that all student products and teaching techniques are aligned to the intended standards.

**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.

ELA support facilitator teachers will be trained in the Reading Horizons/Elevate intervention program. As a result, teachers will implement the Reading Horizons curriculum with fidelity and students' foundational skills will be strengthened.

**Person Responsible:** Walter Hall (walt77hall@dadeschools.net)

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

ESE Support Facilitators will assist in scaffolding instruction using the ESE and ELL Reading power points embedded in the ELA pacing guides during small group instruction. As a result, academic gaps can be addressed and there will be an increase in student proficiency.

**Person Responsible:** Maura Robledo (333888@dadeschools.net)

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

All SWD teachers will be provided with ELA manipulatives to include during small group centered activities and strengthen standard-based lessons. As a result, students will build Morphological Awareness and Phonological Awareness and aid in helping students learn to read.

**Person Responsible:** Maura Robledo (333888@dadeschools.net)

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

| #2. Instructional Practice specifically relating to Differentiation |
|---|

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

According to the 2022-2023 English Language Arts (ELA) FAST PM3 Assessment, 26% of third grade students were proficient as compared to the state average of 50%. Based on the data and contributing factors of limited use of technology when administering the Progress Monitoring Assessments, not distributing teachers to instruct based on content expertise, and limited application of small group instruction, we will implement the Targeted Element of Differentiated Instruction.

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

With the implementation of Differentiated Instruction, third grade students will increase from 26% to 40% on the 2023-2024 ELA FAST PM 3; an increase of 14 percentage points.

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

This area of focus will be monitored by administration walk-throughs of ELA classrooms, and quarterly data chats discussing Progress Monitoring Assessment results by ELA standards during common planning.

**Person responsible for monitoring outcome:**

Christina McCrink (christinamccrink@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 Differentiation, our school will focus on the Evidence-based intervention of Differentiated Instruction. Differentiated instruction can improve learning outcome for students by ensuring all students have the opportunity to learn and succeed. Through Differentiated Instruction, teachers can customize lessons to meet students' individual needs. Differentiated Instruction will be monitored by evidence of lesson plans and Differentiated Instruction (DI) Logs.

**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.

**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.

On August 14, Professional Development will be provided for teachers on the effective implementation of Differentiated Instruction that is aligned to the school's goals based on data.

**Person Responsible:** Maura Robledo (333888@dadeschools.net)

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

Academic coaches will lead common planning and create lesson plans that include the use of data to Differentiate Instruction from 8/17/23 - 9/29/23

**Person Responsible:** Kylah Bess (ylah_bess@dadeschools.net)

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

Teachers will gather teaching materials and assessment measures to ensure that all students within the classroom are learning effectively from August 17, 2023 - September 29, 2023

**Person Responsible:** Maura Robledo (333888@dadeschools.net)

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

## #3. Positive Culture and Environment specifically relating to Other

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

According to the 2022- 2023 School Climate survey, 85% of the staff agree or strongly agree that adequate disciplinary measures are used to deal with disruptive behavior is high, compared to 91% of teachers in 2020-2021; this is a decrease of 6 percentage points. Based on the data and the identified contributing factor of inconsistent behavioral management plans being implemented, we will implement the Target Element of disciplinary measures.

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

With the implementation of disciplinary measures, we expect an increase of 95% of the school staff will agree or strongly agree that adequate disciplinary measures are used to deal with disruptive behavior as evidenced by an increase of 10 percentage points during the 2023-2024 climate school survey.

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

The administrative team will create a behavior plan and monitor its implementation during the 2023-2024 school year, as evidenced by quarterly behavior survey among teachers.

**Person responsible for monitoring outcome:**

Walter Hall (walt77hall@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 disciplinary measures, our school will focus on the Evidence-based intervention of Positive Behavior Support (PBS). PBS improves behavior, social, communication and living skills in children and prepares them for the real world. The PBS will be monitored by analyzing student referral data.

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

Positive Behavior Support (PBS) is an evidence-based intervention that emphasizes the implementation of proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

**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.

Leadership team will create a behavior plan by August 14th, 2023, and present to the staff.

**Person Responsible:** Christina McCrink (christinamccrink@dadeschools.net)

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

Administration will conduct student orientation meetings with an emphasis on Code of Student Conduct and school wide behavior expectations and attendance.

**Person Responsible:** Walter Hall (walt77hall@dadeschools.net)

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

The Administrative Team will monitor the implementation of the 2023-2024 behavior plan and adjust as needed.

**Person Responsible:** Walter Hall (walt77hall@dadeschools.net)

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

| #4. Instructional Practice specifically relating to Science |
| --- |

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

According to the 2022-2023 NGSS Science Eighth grade Assessment, 0% of students were proficient as compared to the 2021-2022 average of 22%. Based on the data and contributing factors such as limited use of data to drive instruction, a need to deepen teachers content knowledge, and providing more opportunities to expose students to science labs while utilizing interactive science journals, we will implement the Targeted Element of Instructional Support/Coaching.

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

With the implementation of Instructional Support/Coaching, 35% of the middle school population will score at grade level or above in the area of science by the 2023-2024 8th Grade Science Assessment.

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

Administration team will conduct bi-weekly walk-throughs to monitor the targeted element of instructional support. Additionally, topic assessment data will be reviewed after each topic to ensure the assessments are being debriefed and standards are being reviewed.

**Person responsible for monitoring outcome:**

Christina McCrink (christinamccrink@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, our school will focus on Instructional Support/Coaching. Instructional Coaching will provide Science teachers with individualized support in which the coach can assist the Science teachers in setting goals for improvement as well as provide in class support and feedback.

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

Instructional Support/Coaching is an evidence-based intervention that helps teachers to reflect on their instructional practice by analyzing students' data and setting student- centered goals to increase achievement and engagement of every student. Instructional Coaching will provide Science teachers with up-to-date best practices in science (incorporation of Science Labs, pacing guides and standard-based resources). As a result, this will positively impact student learning and achievement. Instructional Support/ Coaching will be monitored through the use of Coach's Logs, coaching cycles, and administrative walk-throughs.

**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.

During collaborative data chats, science teachers and administration will analyze students performance data and align standard-based resources such as interactive notebooks and science labs.

**Person Responsible:** Walter Hall (walt77hall@dadeschools.net)

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

During vertical planning science department meetings, teachers in grades 4-8 will collaborate to set a measurable goal to improve instructional outcomes.

**Person Responsible:** Kylah Bess (ylah_bess@dadeschools.net)

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

Administration team and instructional coaches, will conduct bi-weekly walk-throughs and continue to analyze topic assessments data.

**Person Responsible:** Kylah Bess (ylah_bess@dadeschools.net)

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

## CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

After reviewing our school improvement funding allocations to ensure resources are allocated based on needs we discovered that SWD performed below proficiency levels in a few categories. Therefore funding allocations and additional resources have been allocated to support SWD through the hiring of teachers, additional staff, providing professional development, increasing LRE to increase the number of students in the inclusive setting and funding extended learning opportunities (Tutoring, Saturday School). These resources should close the achievement gap between SWD and General Education Students.

## 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 data points of the Reading Star Assessment, 43% of student in grades K-2 were proficient. Contributing Factors that led to not meeting our goal was a lack of rigor in the Primary Grades, and limited use of coaching support from the instructional coach due to servicing various grade levels. In an effort to improve lesson quality, instructional effectiveness, and student achievement and ensure that each grade level has 50 percent or more students scoring at proficiency, we will implement more strategic instructional coaching in grades K-2.

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

According to the 2022-2023 FAST PM3, 39% percent of student in grades 3-5 scored proficient on the Reading/ELA . Contributing Factors that led to not meeting our goal was a limited implementation of Differentiated Instruction and use of data to drive instruction. Based on the 2022-2023 PM3 data, small group instruction and Differentiated Instruction will be implemented with fidelity to improve lesson quality, instructional effectiveness, and student achievement to ensure that each grade level has 50 percent or more of students scoring at proficiency.

**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 Instructional Coaching, 50 percent or more of students will be proficient during PM3 on the STAR Reading Assessment. In 2022-2023 43.3 percent of K-2 students scored at or above benchmarks on the STAR Reading Proficiency Assessment. We expect an increase of 7 percentage points by PM3. The Leadership Team will conduct walk-throughs and conduct quarterly data

chats to ensure that Coaching cycles are done with fidelity and new instructional practices are being implemented.

**Grades 3-5 Measurable Outcomes**

With the implementation of Differentiated Instruction and Small Group Instruction, our goal is to increase student proficiency in grades 3-5. In third grade 26 percent of students scored at or above a level 3; we expect an increase of 10 percentage points. In fourth grade 48 percent scored at or above a level 3. This year our goal is for at least 50 percent of fourth grade students to achieve a level 3 or above; an increase of 2 percentage points. In fifth grade 44 percent scored at or above a level 3. This year our goal is for 55 percent of fifth grade students to achieve a level 3 or above; an increase of 11 percentage points. The Leadership Team will conduct walk-throughs and administrators will review lesson plans for indications of differentiation.

## 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.

Common Planning agendas and sign-in sheets will reflect the learning target outcomes for the bi-weekly instructional block and Academic Coaches, along with the Administration, will conduct walk throughs to ensure Standard-Based Instruction is being implemented with fidelity during whole group and small group instruction.

### Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Robledo, Maura, 333888@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?

Collaborative Planning with a focus on standards-based instruction will bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. It will include detailed learning targets, activities and assessments that evaluate students on the aligned standards-based content.

**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?

Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

**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 |
|---|---|
| Identify the Literacy Leadership Team members by September 1, 2023. | McCrink, Christina, christinamccrink@dadeschools.net |
| Ensure the Academic Reading Coach attends monthly trainings and turn keys information to relevant stakeholders by September 29, 2023 | McCrink, Christina, christinamccrink@dadeschools.net |
| The Administration/Leadership Team, will have Individual Data Chats with all teachers by September 29, 2023 | Hall, Walter, walt77hall@dadeschools.net |
| Hold in-house Professional Development opportunities on a monthly basis geared toward teacher needs by September 29, 2023. | Robledo, Maura, 333888@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.


Through the year, the SIP will be discussed during EESAC meetings, PTSA meetings, and it will be published on the district and school's websites @ https://lck8.org/.

**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))


Administration fosters positive relationships and respect for diversity and inclusion among all staff members and stakeholders. Leadership team members greet students as they enter the building and collaborate with teachers during common planning time to ensure teachers' voices are heard. The ESE Team maintains close ties with ESE teachers and students and advocate for our students. Academic coaches collaborate with educators and school administrators to develop curriculum and lesson plans during common planning time, as well as gives professional development on new programs. Parents have access to their children's academic information through their children's portal. After every state assessment, teachers send students' score reports to parents. The FEFP can be accessed at https://lck8.org/.

**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))**

In order to strengthen the academic program in our school, during collaborative data chats, science teachers and administration will analyze students performance data and align standard-based resources such as interactive notebooks and science labs. During vertical planning science department meetings, teachers in grades 4-8 will collaborate to set a measurable goal to improve instructional outcomes. The Administrative team and instructional coaches, will conduct bi-weekly walk-throughs and continue to analyze topic assessments data.

**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))**

As a Title I school, we are able to maintain our instructional coaches, and an additional two ELA teachers who make our school's instructional goals possible. Additionally, Title 1 provides funding for our Community Liaison Specialist, who works with parents and our community partners. Project Up-Start provides lower socio-economic parents housing opportunities. Also, our Head Start Program helps young children develop the learning skills, cognition, social, and emotional skills needed at an early age as well as assists those parents who need childcare during their work hours.

**Optional Component(s) of the Schoolwide Program Plan**
Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

School support personnel such as School Counselors, Student Support Specialist and our Mental Health Coordinator work in unison ensuring students are provided with social and emotional strategies necessary to succeed through counseling services, peer support groups, research based intervention strategies and research-based monitoring tools.

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

CTE courses are offered in the middle school to prepare students for advanced courses in high school, as well as give students a head start for coursework.

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

A school-wide Positive Behavior Support (PBS) is in place for all students to prevent problem behaviors and includes proactive strategies such as teaching and supporting appropriate student behaviors to create a positive school environment. The PBS Model is based on a tiered support in an effort to utilize data to determine students' levels of need.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

In house professional learning is offered every third Wednesday of the month to address areas of interest based on teachers and paraprofessionals' needs. Additionally, teachers are incentivized during faculty meetings and other assemblies to maintain a positive culture and ensure retention. Community partners work with the school to cater lunches and give vouchers to teachers and other school personnel to extend gratitude and increase morale.

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

Our VPK programs as well as our neighboring VPK programs are invited to the school for tours given by our School Counselor. Kindergarten teachers prepare reading activities and engage students from the community during these orientation meetings to give students the opportunity to meet kindergarten teachers and ease the transition.