

Miami-Dade County Public Schools

# Melrose Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Melrose Elementary School

3050 NW 35TH ST, Miami, FL 33142

<http://melrose.dadeschools.net/>

### School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## I. School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission of Melrose Elementary School is to enable all stakeholders to realize their potential by utilizing effective communication, adapting to students' individual needs, and fostering an open response line between all stakeholders. Knowing that instruction and accountability are the keys that will unlock our students' personal and academic potential, we will continue to exude enthusiasm in the delivery of instruction and education as our priority. Our staff will be master instructional leaders and our parents and community will be active participants in the educational process.

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

The vision of Melrose Elementary School is to provide all stakeholders with a nurturing atmosphere, which will produce a multi-learning state-of-the-art environment that will enhance student accountability and achievement.

### 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
Alvarez, Dania	Principal	To ensure the safety and academic success of all students and provide a positive learning environment for students and staff. To provide a common vision for the use of databased decision-making. Ensures that the school based team properly meets the social and academic needs of all learners. Ensures the effective implementation of intervention, adequate professional development, and effective communication with all stakeholders.
Almaguer, Angela	Assistant Principal	Assists the principal in all capacities including ensuring the safety and academic success of all students and providing a positive learning environment for students and staff; supports the principal's common vision for the use of databased decision-making; assists in ensuring that the school based team properly meets the social and academic needs of all learners; assists in ensuring the implementation of intervention, adequate professional development, and effective communication with all stakeholders.
Fernandez, Karen	Instructional Coach	To provide curriculum support for reading teachers and students in grades kindergarten through fifth . Assist in the development and evaluation of school core content standards/ programs. Assist in identifying systematic patterns of student needs while working with the District support personnel to appropriately identify and implement evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; anticipates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and conduct coaching cycle to support teachers.
Gomez, Silvia	ELL Compliance Specialist	To ensure ELL Compliance at the school and provide support to the ESOL students. Provides quality services to English Learners by assisting classroom teachers in the endeavor of learning the language. Participates and facilitates professional development in English learning strategies to implement with English learners.
Garcia Gutierrez, Juana	School Counselor	To provide social-emotional support for all students. Participates in collection, interpretation, and analysis of data; provides assistance for behavior strategies and problem solving techniques for all stakeholders. Monitors student attendance and provides parental support based on the individual needs of the students and their families. Links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

**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.

Melrose Elementary School Improvement team includes parents, students, teachers, staff, and community partners who participate in developing and reviewing the SIP. The school holds an EESAC meeting and an annual TITLE I meeting to share, review and make decisions about academic programs and their impact on student achievement. The school has a school-parent compact that describes the sharing of responsibility for improved student achievement. We make a commitment to provide opportunities for parents to become more involved in the improvement of school programs and the education of their children through monthly parent meetings and parent-teacher conferences. The data gathered from the teacher-student climate survey is also utilized in the development of 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))

Melrose Elementary evaluates, monitors, and measures the impact of the SIP by conducting data chats, and instructional walkthroughs regularly, participating in collaborative planning and weekly leadership team meetings.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	99%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B



	2019-20: A
	2018-19: A
	2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	10	5	6	7	5	0	0	0	43	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	4	11	25	13	26	0	0	0	79	
Course failure in Math	0	2	3	17	11	18	0	0	0	51	
Level 1 on statewide ELA assessment	0	0	0	27	23	32	0	0	0	82	
Level 1 on statewide Math assessment	0	0	0	13	14	18	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	16	36	29	38	0	0	0	127	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	3	8	18	29	0	0	0	58

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	5	0	0	0	0	0	5
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	10	10	5	6	7	5	0	0	0	43	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	4	11	25	13	26	0	0	0	79	
Course failure in Math	0	2	3	17	11	18	0	0	0	51	
Level 1 on statewide ELA assessment	0	0	0	27	23	32	0	0	0	82	
Level 1 on statewide Math assessment	0	0	0	13	14	18	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	16	36	29	38	0	0	0	127	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	9	27	23	30	0	0	0	91

**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	6	13	0	0	0	0	0	19
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	10	10	5	6	7	5	0	0	0	43	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	4	11	25	13	26	0	0	0	79	
Course failure in Math	0	2	3	17	11	18	0	0	0	51	
Level 1 on statewide ELA assessment	0	0	0	27	23	32	0	0	0	82	
Level 1 on statewide Math assessment	0	0	0	13	14	18	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	16	36	29	38	0	0	0	127	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	9	27	23	30	0	0	0	91

**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	6	13	0	0	0	0	0	19
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*	43	60	53	42	62	56	39		
ELA Learning Gains				56			55		
ELA Lowest 25th Percentile				59			54		
Math Achievement*	78	66	59	67	58	50	55		
Math Learning Gains				75			51		
Math Lowest 25th Percentile				76			54		
Science Achievement*	52	58	54	46	64	59	50		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	46	63	59	65			42		

\* 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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	261
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	8
Percent Tested	99
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	29	Yes	1	1
ELL	50			
AMI				
ASN				
BLK				
HSP	53			
MUL				
PAC				
WHT				

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	52			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	42			
ELL	57			
AMI				
ASN				
BLK				
HSP	60			
MUL				
PAC				
WHT				
FRL	60			

**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**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	43			78			52					46
SWD	11			63			23				5	42
ELL	41			74			54				5	46
AMI												
ASN												
BLK												
HSP	44			79			52				5	46
MUL												

## 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
PAC												
WHT												
FRL	44			77			45				5	46

## 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	42	56	59	67	75	76	46					65
SWD	16	36	54	43	51	60	18					55
ELL	42	52	50	66	71	75	33					65
AMI												
ASN												
BLK												
HSP	42	55	59	67	74	75	46					65
MUL												
PAC												
WHT												
FRL	42	55	56	66	75	76	43					69

## 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	39	55	54	55	51	54	50					42
SWD	25	43		45	33		27					46
ELL	36	63	58	54	55	55	45					42
AMI												
ASN												
BLK												
HSP	40	55	54	54	51	54	51					42
MUL												
PAC												
WHT												
FRL	39	58	58	54	54	54	52					41

**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	42%	56%	-14%	54%	-12%
04	2023 - Spring	38%	58%	-20%	58%	-20%
03	2023 - Spring	28%	52%	-24%	50%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	77%	63%	14%	59%	18%
04	2023 - Spring	62%	64%	-2%	61%	1%
05	2023 - Spring	75%	58%	17%	55%	20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	50%	-8%	51%	-9%

### 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.**

According to the 2023 FAST ELA data, 3rd-5th grade ELA proficiency is 48% although it is a 6% increase when compared to the previous year we are still under the 50 percent threshold. The results of STAR K-2 indicate 72% of students in grade 2 are below the 50th percentile rank. One of the main contributing factors to last year's performance is the need for consistency in the implementation of Tier 2 and Tier 3 interventions and the incorporation of all the components of the Reading Horizon's Intervention program.

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

The results of STAR Reading assessment indicate 28% of students in grade 2 are achieving at or above the 50th percentile. Teacher attendance and turnover in substitutes has negatively impacted student achievement.

**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.**

ELA/Reading had the greatest gap when compared to the state average. Factors that contributed included teacher attendance and overall reading learning gaps/deficiencies. 2023 FAST ELA Grade 3 has historically had the largest percentage differential when compared to the state.

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

Based on the 2023 state assessment, the data component that showed the most improvement was Mathematics. Results from the 2023 state assessment indicate 81% of students in grades 3-5 were proficient, an increase of 14 percentage points when compared to 2022 FSA Mathematics. The implementation of evidenced based strategies, differentiated instruction and extended learning opportunities offered to improve student academic proficiency have contributed to the increase in student achievement. Furthermore, data chats were conducted with the Leadership Team, teachers, and students to develop a plan of action which targeted students and their individual needs.

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

A potential area of concern is third grade students. Differentiated instruction will be carefully provided alongside intervention to ensure remediation of learning gaps.

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

1. ELA/Reading will continue to be the upmost priority for school improvement school-wide. A Title I Reading Coach position has been secured for the upcoming school year. This new position will provide direct teacher and student support to positively the impact reading school-wide average. 2. Building teacher capacity during collaborative planning will increase student learning. 3. Modeling and implementing high impact instructional strategies that will have the most impact on student achievement. 4. Participate in professional development to gain practical strategies. 5. Maintaining a positive school culture by celebrating successes.

### **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 2023 FAST PM3, 48% of 3rd-5th grade students were proficient in ELA as compared to the state average of 50% and district average of 51%. Based on the data and the identified contributing factors of: high number of ESOL students and student readiness levels limit abilities to master grade level tasks, we will implement the Targeted Element of Differentiation. We will continuously work to address the needs of our students by providing the necessary scaffolding for our students to make learning gains and improve proficiency.

**Measurable Outcome:**

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

With the implementation of differentiation, we anticipate a 5 percentage points increase of students reading on grade level on the 2023-2024 statewide assessments June 2024.

**Monitoring:**

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

The Leadership Team: Dania Garcia, Angela Almaguer, Karen Fernandez, and Juana Garcia-Gutierrez will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will monitor lesson plans for indication of differentiation. Data Analysis of formative assessments will be reviewed monthly to observe progress. School-wide ELA data will be analyzed during Leadership Team meetings and collaborative planning to monitor student 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:**

Karen Fernandez (kafernandez@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 ELA, our school will focus on the evidence-based strategy of Differentiation. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Differentiation will provide students with standard-aligned resources based on the needs of the learners. Teachers will continually monitor student data in order to create instructional plans based on the students' needs.

**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.

Provide opportunity for teachers to analyze FAST PM3 data, i-Ready AP3 data, and relevant student data. As a result, teachers will create student groups.

**Person Responsible:** Karen Fernandez (kafernandez@dadeschools.net)

**By When:** 08/25/2023

Teachers will create differentiated lesson plans tailored to students' needs. As a result, teachers will identify appropriate resources and develop lesson plans that reflect differentiation.

**Person Responsible:** Angela Almaguer (almaguer@dadeschools.net)

**By When:** 08/14/2023-09/29/2023

The reading coach will develop a school-wide differentiation schedule in order to monitor differentiation instruction.

**Person Responsible:** Karen Fernandez (kafernandez@dadeschools.net)

**By When:** 09/01/2023

**#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning****Area of Focus Description and Rationale:**

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

According to the 2023 FAST PM3, 50% or more of all students in all grades scored below a level 3. Based on the data and the identified contributing factors of: high number of ESOL students and reading deficiencies limit on or above grade-level comprehension, we will implement the Targeted Element of Instructional Coaching/Professional Learning. We will continuously work to address the needs of our students by providing the necessary instructional support for our teachers to plan lessons that target the diverse needs of learners.

**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 coaching, we anticipate a 5 percentage points increase of students reading on grade level on the 2023-2024 statewide assessments June 2024.

**Monitoring:**

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

The school administrators, Dania Garcia and Angela Almaguer, will attend collaborative planning alongside the teachers and reading coach on a bi-weekly basis. Administrators and reading coach will review ongoing progress monitoring data by grade-level teams in order to ensure students are mastering the standards. Lesson plans and student work products will also be monitored during classroom walk-throughs.

**Person responsible for monitoring outcome:**

Angela Almaguer (almaguer@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 Instructional Coaching/Professional Learning, our school will focus on the Evidence-based Intervention of: Collaborative Planning. Collaborative Planning will improve collaboration among teachers and will promote learning, insights, and constructive feedback that occur during professional discussions. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Collaborative planning will provide teachers an opportunity to work with their colleagues, to plan for effective lessons, reflect on their students' needs and address grade-level 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.

Facilitate weekly collaborative planning with a focus on providing teachers with an opportunity to collaborate and plan for standards-based instruction. If teachers understand the demands of the standards/learning targets, then they are able to plan and deliver lessons that are aligned to meet the complexity levels and depth of those standards.

**Person Responsible:** Karen Fernandez (kafernandez@dadeschools.net)

**By When:** 08/14/2023-9/29/2023

During collaborative planning, teachers will review research-based, High-Impact Strategies that have been identified to be the most effective at influencing student learning outcomes. As a result, teachers will establish an understanding of High Impact Strategies and refer to them when planning lessons.

**Person Responsible:** Karen Fernandez (kafernandez@dadeschools.net)

**By When:** 08/14/2023-9/29/2023

The administration will select teachers to participate in Reading ICADs and share their knowledge with their peers. Teachers meet with their grade levels and disseminate information pertaining to standards-aligned instruction. If teachers attend these professional development opportunities and lead the charge to disseminate this information to their colleagues, then collaboration among grade-level teams and effective planning for standards-based instruction will occur.

**Person Responsible:** Angela Almaguer (almaguer@dadeschools.net)

**By When:** 08/14/2023-9/29/2023

**#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 2022-23 School Climate Survey, 96% of staff agree with the statement that staff morale is high at the school. Based on this data, we want to maintain a high sense of school culture. We will continuously work to Celebrate Successes.

**Measurable Outcome:**

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

With the implementation of Celebrate Successes, we anticipate maintaining a high sense of staff morale as evidenced by the 2024 School Climate Survey.

**Monitoring:**

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

The Leadership Team: Dania Garcia, Angela Almaguer, Karen Fernandez, and Juana Garcia-Gutierrez will plan ongoing staff activities to Celebrate Successes. Staff successes will be celebrated during faculty meetings based on student assessments, staff attendance, etc.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

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

Within the Targeted Element of Positive Culture and Environment, our school will focus on the evidence-based strategy of Celebrate Successes. Celebrate Successes is when staff accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement will help with staff morale.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Celebrate Successes will provide staff with recognition of their efforts and assist with maintaining a high staff morale. The SLT will continually plan for worthy recognitions that will assist in maintaining the staff motivated while at work.

**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.

At the faculty meeting, the administration will share the 2022-23 School Climate Survey Data. As a result, staff will be informed of the survey results and efforts that will be put in place to maintain high staff morale.

**Person Responsible:** [no one identified]

**By When:** 09/13/2023

A survey will be created and sent to the staff requesting ideas to Celebrate Success. As a result, the staff will have input in feasible ways of success recognition.

**Person Responsible:** Angela Almaguer (almaguer@dadeschools.net)

**By When:** 09/12/2023

The SLT will meet with Grade Level Chairs and PTA to discuss the results of the survey. As a result, a timeline to implement this initiative will be developed.

**Person Responsible:** [no one identified]

**By When:** 09/14/2023

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

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

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

According to the 2023 School Climate Survey, 71% of students agreed with the statement, "The overall climate or feeling at my school is positive and helps me learn." Based on this data, we will implement the Targeted Element of rewards and incentives to recognize and motivate student's academic accomplishments. We will continuously work to acknowledge the efforts of our students by rewarding their sustained efforts.

**Measurable Outcome:**

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

With the implementation of rewards and incentives, we anticipate students' perception of school morale will increase by 10 percentage points on the 2024 School Climate Survey.

**Monitoring:**

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

The School Leadership Team: Dania Garcia, Angela Almaguer, Karen Fernandez, and Juana Garcia-Gutierrez will plan weekly and monthly opportunities to recognize student achievement including success on i-Ready pathway lessons, growth on Progress Monitoring assessments, as well as perfect attendance incentives for homeroom classes.

**Person responsible for monitoring outcome:**

Angela Almaguer (almaguer@dadeschools.net)

**Evidence-based Intervention:**

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

Within the Targeted Element of Positive Culture and Environment, our school will focus on the evidence-based strategy of Rewards and Incentives. Rewards and Incentives refers to a school's leadership team creating rewards and incentive programs for students.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Rewards and Incentives will provide students with recognition of their efforts and assist motivating their educational growth. The SLT will continually plan for worthy recognitions that will assist in promoting high expectations of learning for our 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.

A survey will be created for the teachers requesting ideas to incentivize their students school-wide throughout the year. As a result, the SLT will gather ideas to develop next steps.

**Person Responsible:** [no one identified]



**By When:** 09/13/2023

Student incentives will be promoted at the school: morning announcements, flyers, social media. As a result, students will be aware of the school-wide incentive opportunity.

**Person Responsible:** Angela Almaguer (almaguer@dadeschools.net)

**By When:** 09/29/2023

Meet to plan the first student incentive celebration for students.

**Person Responsible:** Angela Almaguer (almaguer@dadeschools.net)

**By When:** 09/29/2023

### **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).

Not Applicable.

## **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**

STAR Literacy data indicates that 50% or more of kindergarten through 2nd grade students scored below 40th Percentile. More specifically, 69% of kindergarten, 52% of 1st grade students, and 74% of 2nd grade students scored below the 40th percentile. The instructional practice we will use to increase K-2 Reading/ELA student achievement is think alouds, which will enable students to improve their comprehension while reading independently.

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

FAST ELA data indicates that 50% or more of 3rd through 5th grade students scored below a level 3. More specifically, 66% of 3rd grade students, 53% of 4th grade students, and 54% of 5th grade students



scored below the 40th percentile. The instructional practice we will use to increase K-2 Reading/ELA student achievement is think alouds, which will enable students to improve their comprehension while reading independently.

### 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 think alouds, an additional 5 percentage points of K-2nd students will score at grade level or above in the 23-24 statewide standardized ELA assessment.

### Grades 3-5 Measurable Outcomes

With the implementation of think alouds, an additional 5 percentage points of 3rd-5th students will score at grade level or above in the 23-24 statewide standardized ELA assessment.

### 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 SLT will monitor the implementation of think alouds during the ELA block and participate in collaborative planning sessions.

#### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Alvarez, Dania, [danialvarez@dadeschools.net](mailto:danialvarez@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?

During collaborative planning the reading coach and ELA teachers will plan for think alouds to integrate during the ELA instructional block.

**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?

With this technique, the teacher models the thought process he/she engages in while reading. To do so, the teacher verbalizes what he/she is thinking (this can be done specifically for every reading standard and/or skill) in order to construct meaning.

**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
The reading coach will model think alouds for teachers in K-2 during collaborative planning sessions. As a result, teachers will have a better understanding of using the strategy to implement during small group instruction and scaffold whole group instruction.	Fernandez, Karen, kafernandez@dadeschools.net
K-2 teachers will share preplanned think alouds during collaborative planning sessions. As a result, teachers and coach will develop targeted think alouds for each ELA lesson in order to effectively implement strategy.	Almaguer, Angela, almaguer@dadeschools.net
Administration will facilitate opportunities for teachers in grades K-5 to visit classrooms and observe think alouds of other ELA teachers within the school. As a result, teachers will be able to apply best practices learned from their colleagues in their classrooms.	Alvarez, Dania, daniaalvarez@dadeschools.net
The reading coach will model think alouds for teachers in grades 3-5 during collaborative planning sessions. As a result, teachers will model and think aloud as they read and write explicitly to show students how to make connections, ask the right questions and predict what will happen next in the text.	Fernandez, Karen, kafernandez@dadeschools.net
During collaborative planning teachers in grades 3-5 will plan their ELA lesson utilizing the think aloud strategy. As a result, teachers will have think alouds planned ahead and will use them while reading the selection in order to help students become effective in using the strategy.	Almaguer, Angela, almaguer@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.

The school will share the SIP throughout the school year with stakeholders during meetings such as Opening of School's Meeting, Faculty Meetings, EESAC, Title I Annual Parent Meeting, and monthly Parent Academy meetings. Additionally, the SIP will be available via the school's website: [merloseelementary.net/#](http://merloseelementary.net/#), in the main office, and Title I Parent Office for all stakeholders.

**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))

The school will utilize all types of communication with our stakeholders such as social media, school website, flyers, School Messenger and ClassDojo in an effort to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress. All parents will be invited to participate in school-wide events, join the PTA and be cleared to be school volunteers.

**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)**

The school will program professional development to instructional staff in their areas of need in order to provide support. Interventions will take place within the ELA instructional block. Before and After school tutoring will take place in ELA, mathematics and science. The leadership team will conduct weekly walkthroughs to ensure quality instruction is taking place and that teachers are providing bell to bell instruction. .

**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))**

The development of this plan includes our student services team and other school site staff members from the bilingual and special education program. These individuals engage various district and community partners that focus on areas that cause hardships and barriers to education. Also, the school ensures that all parents and students are aware of these programs by sending home information, sending out school messenger calls, emails, and texts so they are well informed.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

### Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes