Ada Merritt K 8 Center School

2023-24

Schoolwide Improvement Plan (SIP)

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Ada Merritt K 8 Center

660 SW 3RD ST, Miami, FL 33130

http://adamerritt.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.

Ada Merritt K-8 Center provides and supports a rigorous dual-language International Education Program that values and promotes the acquisition of a second language and embraces international perspectives and attitudes, through a unique and high-quality education for our unique and diverse community of learners.

Provide the school's vision statement.

Ada Merritt K-8 Center, a place where children always come first. Where high expectations and standards are the norms. A place where all staff members know we are here to serve children and serve each other.
Ada Merritt K-8 Center, a place where parents and other support systems are valued as we know we cannot do it all alone. A place where the study of languages and international perspectives are embraced and promoted. Ada Merritt K-8 Center, a place where our mission is to create a vibrant learning community, where the minds and hearts of all who enter are nurtured, developed, and respected.

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
Garcia, Carmen	Principal	As the primary leader in the building, the principal is a multitask instructional leader whose roles include overseeing the effective implementation of the International Baccalaureate (IB) Program, creating and aligning systems to support learning and social-emotional development for all students, as well as observing and evaluating teachers based on district and state guidelines. Roles also include: establishing and monitoring the class schedules, implementing and monitoring overall school policies and safety protocols, and managing day-to-day logistics and budgets.
Jimenez, Nancy	Assistant Principal	This multi-task leader assists the school principal in overall school operations and implementation of the IB program. Roles also include communicating effectively with students and staff, dealing fairly with students, parents, and staff from diverse cultural backgrounds. This education professional may also address disciplinary concerns when necessary. The Assistant Principal helps schedule classes and school activities. Another responsibility is assessing the performance of teachers. She also assists the Principal with the use of data based decision making, and ensures that the school-based team is implementing the MTSS process. Oversees the fidelity and implementation of the intervention program and communicates with parents regarding progress.
Abdalah, Jessika	Administrative Support	Works collaboratively as a member of the school-based leadership team to review the fidelity of Tier 2 and Tier 3 intervention. This resource teacher provides support to students that show educational challenges. She also serves as the ELL resource teacher and is responsible for providing ELL services and support to students and teachers. Ms. Abdala provides targeted and specific interventions with specific ELL strategies. She monitors all ELL data and paperwork to ensure compliance.
Sanchez-Jimenez, Jackeline	Magnet Coordinator	As the Primary Year Program (PYP) coordinator, she ensures the continuity of the International Baccalaureate (IB) program. Roles also include: communicating with IB offices and sharing information related to the PYP with staff and parents, overseeing the school's admission process and student recruitment, monitoring the implementation and delivery of PYP, maintaining general administrative records and student records, participating in district-wide coordinators meetings, preparing students schedules (PYP), and monitoring student progress quarterly.
Hernandez, Yosvany	Administrative Support	As the Middle Year Program (MYP) coordinator, he ensures the effectiveness and implementation of the IB framework. Roles also include: being a member of the Curriculum Leadership Team, attending Middle School Leadership Team Meetings, overseeing the implementation and delivery of the MYP, communicating with IB offices and sharing information with school staff and parents, overseeing the school's admission process and student recruitment, maintaining general administrative records and student records, participating in district-wide coordinators meetings, preparing students schedules, monitoring student

Name	Position Title	Job Duties and Responsibilities
		progress quarterly, and keeping parents up to date on the academic progress of their children.

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 involvement is critical for the development and success of the School Improvement Plan (SIP). These stakeholders include the Principal, Assistant Principal, Lead Teachers, Administrative Support, teachers, , parents, and the community. The School Leadership Team (SLT) plays an important role during the first phase of the SIP. This usually takes place during Synergy where the SLT analyze school data, which includes test scores, attendance rates, School Climate Survey responses to determine data trends, the areas of focus, the outcome statements, and the evidence-based interventions. At the beginning of the school year, teachers meet by Primary Years Programme (PYP) Grade Levels and Middle Years Programme (MYP) Department to go over the Areas of Focus, provide feedback, and propose action steps that will make possible the achievement of the SIP goals. Parents, President and Vice President of the Student Government, and the community play also an important role in every phase of the SIP process as they are essential members of the Educational Excellence School Advisory Council (EESAC). The EESAC is the body responsible for the final decision making at the school relating to the implementation of all components of the SIP. The EESAC brings together all stakeholders and gives them the important responsibility of providing input and making decisions on matters related instructional improvement, student performance, and school budgeting.

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 SLT will monitor the effective implementation of our SIP. To this end, we have established routine check-ins at the end of every month. This will allow us to make any adjustment if needed. During a Faculty Meeting, all teachers grouped by Grade Levels and MYP Departments had the opportunity to brainstorm and propose action steps for every area of focus. Once the SIP is complete it will be presented to the EESAC for its approval. In every Faculty Meeting, there will be an item in the agenda related to the SIP to inform teachers about the effectiveness of the SIP implementation. This topic will also be in the agenda of every EESAC meeting. All stakeholders -teachers, parents, students, community members- will be involve in every step of the development and implementation of our SIP.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	76%
2022-23 Economically Disadvantaged (FRL) Rate	38%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	1	2	3	1	2	2	1	1	1	14
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	7	6	1	5	6	5	30
Level 1 on statewide Math assessment	0	0	0	4	6	0	1	1	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	12	5	7	6	3	11	15	7	67

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	1	4	4	0	1	0	0	10

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	0	1	0	0	3	0	6
Course failure in Math	0	1	0	0	0	0	0	3	0	4
Level 1 on statewide ELA assessment	0	0	0	0	0	1	3	3	2	9
Level 1 on statewide Math assessment	0	0	0	0	1	1	2	7	2	13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	1	3	1	1	5	10	7	29

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

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	0	1	0	0	3	0	6
Course failure in Math	0	1	0	0	0	0	0	3	0	4
Level 1 on statewide ELA assessment	0	0	0	0	0	1	3	3	2	9
Level 1 on statewide Math assessment	0	0	0	0	1	1	2	7	2	13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	1	3	1	1	5	10	7	29

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	79	61	53	88	62	55	88		
ELA Learning Gains				74			79		
ELA Lowest 25th Percentile				66			62		
Math Achievement*	88	63	55	89	51	42	85		
Math Learning Gains				79			58		
Math Lowest 25th Percentile				72			56		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	86	56	52	83	60	54	79		
Social Studies Achievement*	91	77	68	96	68	59	87		
Middle School Acceleration	95	75	70	91	61	51	87		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	73	62	55	70	75	70	83		

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	84
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	589
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	81
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	808
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

ESSA Subgroup	2022-23 ESSA SUBGROUP DATA SUMMARY			
	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	53			
ELL	69			
AMI				
ASN				
BLK				
HSP	84			
MUL				
PAC				
WHT	87			
FRL	80			

ESSA Subgroup	2021-22 ESSA SUBGROUP DATA SUMMARY			
	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	50			
ELL	77			
AMI				
ASN				
BLK				
HSP	79			
MUL				
PAC				
WHT	90			
FRL	78			

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)

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
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	79			88			86	91	95			73
SWD	42			63							2	
ELL	66			84			61				5	73
AMI												
ASN												
BLK												
HSP	79			86			82	95	95		7	74
MUL												
PAC												
WHT	80			93			97	78	92		6	
FRL	70			82			76	94	88		7	76

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
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	88	74	66	89	79	72	83	96	91			70
SWD	57			43								
ELL	83	65	64	91	86	80	67	85				70
AMI												
ASN												
BLK												
HSP	86	73	62	87	78	73	80	95	88			67
MUL												
PAC												
WHT	94	75	83	96	79		91	100	100			
FRL	83	71	65	85	78	72	79	92	92			66

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
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	88	79	62	85	58	56	79	87	87			83
SWD	64			45								
ELL	87	89	77	83	59	65	67	84				83

						2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS						
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK												
HSP	87	79	62	83	57	56	77	88	86			82
MUL												
PAC												
WHT	92	80	58	94	60		87	90	89			90
FRL	87	82	64	80	55	57	67	86	78			70

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	83%	56%	27%	54%	29%
07	2023 - Spring	79%	50%	29%	47%	32%
08	2023 - Spring	84%	51%	33%	47%	37%
04	2023 - Spring	77%	58%	19%	58%	19%
06	2023 - Spring	80%	50%	30%	47%	33%
03	2023 - Spring	77%	52%	25%	50%	27%

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	84%	58%	26%	54%	30%
07	2023 - Spring	88%	48%	40%	48%	40%
03	2023 - Spring	88%	63%	25%	59%	29%
04	2023 - Spring	84%	64%	20%	61%	23%
08	2023 - Spring	*	59%	*	55%	*
05	2023 - Spring	95%	58%	37%	55%	40%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	79%	40%	39%	44%	35%
05	2023 - Spring	90%	50%	40%	51%	39%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	56%	42%	50%	48%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	52%	48%	48%	52%

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

III. Planning for Improvement

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

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

The data component showing the lowest performance is the percent of the students at proficiency level in ELA Reading in Grades 3 and 4. Data from the 2022-2023 FAST PM3 ELA Reading shows that 77% of the students are at proficiency level in both Grades 3 and 4. A factor contributing to these results was the introduction of the new testing modality for teachers and students. Teachers needed Professional Development on the new assessment modality.

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

The greatest decline from the prior year is the percent of students placed at Mid/Above grade level in i-Ready Mathematics. According to the 2021-2022 Mathematics i-Ready AP2, 73% of students were placed at Mid/Above Grade level as compared to the 2022-2023, which only 48% of the students were placed at Mid/Above Grade level. This shows a decrease of 25% points. This data could have been the

result of i-Ready not being implemented with fidelity due to the fact that teachers had to assessed 3 times for FAST plus the i-Ready diagnostics.

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.

A review of the students scores do not reflect any gaps when compared to the state.

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

The most improvement is the percent of the students showing proficient level (3 or higher) in Algebra 1. Data from the Spring 2023 Florida Standards Assessments Report shows that 98% of the students scored levels 3 or above in the 2022-2023 Algebra 1 End of Course (EOC) as compared to 2021-2022 Algebra 1 (EOC), in which 92% of students scored levels 3 or higher. IXL was a great tool to provide extra support to the students in Algebra 1. Also, after school tutoring was provided to review the Algebra 1 standards.

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

Data from the 2022-2023 FAST PM3 ELA Reading shows that 77% of the students are at proficiency level in both Grades 3 and 4. Therefore, it is a potential area of concern the percent of the students that will score proficiency level in Reading in grades 4 and 5. Data from the 2023 Mathematics FAST/EOC Proficiency District Tiered Comparison shows that in both Grades 4 and 6, 84% of the students scored levels 3 or higher. Therefore, this finding leads to another potential concern, which consists of the percent of students scoring proficient in Grades 5 and 7 on the 2024 Mathematics FAST.

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

For the 2023-2024 School Year, one of our main priorities consists of increasing by at least 5 percentage points the percent of the students at proficiency level on ELA Reading in Grades 4 and 5 in the 2024 ELA FAST. Another priority is to increase by at least 5 percentage points the percent of students scoring levels 3 or higher in Mathematics in Grades 5 and 7 on the 2024 Mathematics FAST.

Our Priorities ranked
1. ELA Proficiency
2. Math Proficiency
3. Science Proficiency
4. Writing
5. Student Attendance

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.
Data from the 2023 FAST/EOC Proficiency District/Tiered Comparison shows that 77% of the students in Grades 3 and 4 are proficient in ELA. Based on these findings, we will focus on Differentiated Instruction (DI) to increase proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
If ELA teachers effectively implement DI, then the percent of students scoring proficient in Grades 4 and 5 will increase by at least 5 percentage points as evidenced by the 2024 ELA PM3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
The Principal and the Assistant Principal will monitor the execution of this Area of Focus by conducting classroom walkthroughs, Data Chats, conducting visits to collaborative planning times, etc.
Person responsible for monitoring outcome:
Carmen Garcia (pr3191@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.)
To increase proficiency in ELA, we will focus on the evidence based strategy of Differentiated Instruction. Teachers will create lessons and implement a variety of strategies to accommodate a diverse range of learners. Teachers will use data from different types of assessment to plan lessons and activities that match the various learning styles of the class as well as the differing levels of ability and understanding. We will use Grade-level/Department meetings as well as quarterly Data Chats to discuss and evaluate students performance, specifically those who did not score proficient. Data from 2023 FAST, i-Ready, and Performance Matters will be used to assist in grouping students and guiding instruction.
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
Implementing the evidence based strategy of DI with fidelity will allow teachers to tailor their teaching and assessments so that every student in the classroom understands the material regardless of his/her capability. Also, our students will receive targeted support based on their individual needs. Grade-level/ Department meetings offer a more personalized system to review ongoing data. During these meetings, teachers have the opportunity to share best practices and clarify essential learning for the unit of instruction. Teachers also identify standards that need additional time and support and will create a plan of action to assist those students not making adequate progress.
Tier of Evidence-based Intervention (Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)
Tier 1 - Strong Evidence
Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement

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

8/14/2023 - 9/29/2023: Weekly Collaborative Planning: Teachers will have weekly collaborative planning so they have opportunities to analyze current data from iReady, FAST, and Topic Assessments to drive instruction and provide necessary differentiation. As a result, teachers will be able to target those specific standards in need of re-teach or enrichment.

Person Responsible: Carmen Garcia (pr3191@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023: Teachers will implement Differentiated Instruction (DI) activities for the purpose of addressing individual student's needs. When lessons are tailored to students readiness levels and interests, they will feel motivated and eager to learn new concepts. As a result, students will improve academic achievement and engagement.

Person Responsible: Carmen Garcia (pr3191@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023: Teachers will use pre-assessments and/or surveys to assess students' prior knowledge and learning preferences. As a result, teachers will be able to tailor instruction as the pre-assessments will show students' strengths and areas for improvement. It will help teachers determine learning gaps and misconceptions before starting the new material.

Person Responsible: Carmen Garcia (pr3191@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

No description entered

Person Responsible: [no one identified]

By When:

#2. Instructional Practice specifically relating to Math

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

Data from the 2023 Mathematics FAST/EOC Proficiency District Tiered Comparison shows that in both Grades 4 and 6, 84% of the students scored levels 3 or higher. This finding leads to another potential concern, which consists of the percent of students scoring proficient in Grades 5 and 7 on the 2024 Mathematics FAST. Based on these findings, we will focus on Standard Align Instruction to increase proficiency.

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

If Mathematics teachers effectively implement Standard Aligned Instruction, then the percent of students scoring proficient in Grades 5 and 7 will increase by at least 5 percentage points as evidenced by the 2024 Mathematics PM3.

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

The Principal and the Assistant Principal will monitor the execution of this Area of Focus by conducting classroom walkthroughs, Data Chats, conducting visits to collaborative planning meetings, providing opportunities for teachers to share their best practices, etc.

Person responsible for monitoring outcome:

Carmen Garcia (pr3191@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.)

To increase proficiency in Mathematics, we will focus on the evidence based strategy of Standard Aligned Instruction. It is fundamental that our teachers design lessons and assessments that reflect the new (B.E.S.T) standards in Mathematics. During collaborative planning, teachers will share their best practices and discuss methods and techniques to effectively deliver the instructional material aligned to the new standards. Teachers will also share ideas on how to best prepare the students for assessments.

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

Standard-aligned instruction will ensure that teachers develop lesson plans and assessments based on the adopted State Standards. It also ensures that students meet the demands and expectations targeted by the standards. Collaborative planning will assist teachers in preparing and executing lessons and assessments that are consistent with enabling the students to reach the milestones outlined in the 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.

8/14/2023 - 9/29/2023: Teachers will participate in monthly District ICADS to receive valuable information related to curriculum, assessments, resources, tools, and emerging trends in MDCPS. As a result, they will share all the information with all teachers in the grade level or MYP Department to enhance teaching and learning.

Person Responsible: Carmen Garcia (pr3191@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023: Weekly data analysis during common planning time. Math teachers will meet at least once a week to analyze student data collected from the Progress Monitoring, i-Ready, Topic Assessments, and Formative Assessments. As a result, math teachers will identify areas for improvement and will utilize this data to drive instruction and improve student learning.

Person Responsible: Carmen Garcia (pr3191@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023: Classroom Walkthrough. The Principal and the Assistant Principal will conduct classroom walkthroughs periodically to observe instructional activities, standard-aligned instruction, and student engagement. As a result, effective feedback will be provided to enhance teaching and learning.

Person Responsible: Carmen Garcia (pr3191@dadeschools.net)

By When: 8/14/2023 - 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.

Based on the analysis of the data from the 2022-2023 Student Attendance-District/Tiered Comparison, 35% of the students, were absent in the category 6-10 Days Absent. This finding is notably above the District average, where the corresponding absence rate is at 25%. This discrepancy highlights an area of concern and points to an opportunity for improvement. Therefore, we will focus on strategic attendance initiative to improve student attendance.

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

In alignment with our strategic initiative and the school commitment to enhancing student attendance, we aim to reduce by at least 10 percentage points the percent of the students absent in the category 6-10 Days by the end of the 2023-2024 Academic Year.

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

To measure our progression towards the desired outcome, the Leadership Team will implement a robust monitoring system that periodically assesses student attendance rates. To this end, we will generate weekly attendance reports. By doing this, we will ensure early identification of concerning attendance trends allowing for proactive responses. We will also implement quarterly benchmark analysis. At the end of each quarter, a comprehensive review of our attendance will be conducted. This will practice will allow us to assess the efficacy of our strategies to improve students attendance and make any necessary changes. Additionally, we will design individual attendance plans for those students identified as frequently absent. This plan will include mentorship programs and family engagement. By implementing these strategies, our school aims to maintain a responsive approach that caters to the need of our students and to achieve our goal of improving attendance rates.

Person responsible for monitoring outcome:

Carmen Garcia (pr3191@dadeschools.net)

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

Our evidence-based intervention is the implementation of strategic attendance initiatives to improve student attendance. This involves monitoring and reporting students absences, counseling, and providing incentive for students with perfect attendance.

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

This evidence-based strategy is well-aligned with our goal. By closely monitoring attendance, we can identify patterns and intervene early so that these students do not fall behind and becomes a major issue. Also, incentives for students that maintain perfect attendance is a proactive approach that motivates students to come to school every day. We are confident that by systematically tracking and reporting students' absences and by establishing an incentive program to recognize those students that come to school everyday, the overall student attendance will improve.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

8/14/2023 - 9/29/2023: Attendance Truancy Team (ATT) Members of this team will meet twice a month to analyze attendance data and identify patterns, trends, and group of students showing high absenteeism rates. As a result student's attendance will improve, since the ATT team will contact the parents of these students and will address the attendance concerns

Person Responsible: Carmen Garcia (pr3191@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023: Reward or recognition system. At the end of every grading period, students that maintain perfect attendance will be recognized by receiving a certificate of Perfect Attendance. This will motivate students to be present every day to receive their certificate.

Person Responsible: Carmen Garcia (pr3191@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023: Counseling and Support: Our counselors will offer counseling services for students dealing with personal, social, and emotional challenges that affect attendance. As a result, students will develop interpersonal and conflict resolution skills. They will be motivated to come to school and participate in school-related activities.

Person Responsible: Carmen Garcia (pr3191@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

The 2022-2023 School Climate Survey revealed that 49% of the respondents believe that the administration provides opportunities for discussing instructional strategies at Faculty Meetings. This feedback underscores the value that educators place on these discussions as a fundamental platform for collaboration and professional growth.

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

By the end of the 2023-2024 School Year, we aim to increase from the current 49% to at least 75%, the percentage of faculty members who acknowledge that the administration provides opportunities for discussing instructional strategies at Faculty Meetings. This represents an increase of 26 percent points.

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

The Leadership Team will implement a structured and systematic method of tracking faculty perceptions and satisfaction levels. This method will involve Faculty Surveys, Faculty Meeting Minutes, and Periodic Review Meetings. The surveys allows the administration to gather faculty perceptions about opportunities to discuss instructional strategies at meetings. This is an opportunity to receive direct input from teachers, which provides crucial insights into their perceptions and experiences. The formal records of faculty meetings minutes is a practice that will be used to monitor the frequency and substance of discussions related to instructional strategies.

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.)

Instructional Strategy Showcase. During faculty meetings, one or more teachers will present an instructional strategy they have found effective in their classrooms. This could include a description of the strategy, a demonstration, examples of student work, and/or an open discussion about potential applications and modifications for different grades or subject areas.
This evidence-based intervention is a valuable approach to promote a culture of learning and collaboration among faculty members at the same way that provides opportunities to discuss instructional strategies during meetings.

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

The rationale for this evidence-based intervention centers around collaboration, continuous learning, and several International Baccalaureate (IB) Learning Profile: communicators, risk-takers, reflective, and inquirers. The Instructional Strategy Showcase foster an environment of shared knowledge and teamwork. It provides a platform for teachers to reflect, communicate, learn from each other, share best experiences, and work together to enhance their instructional practices.
The Instructional Strategy Showcase involves discussions of real-world teaching scenarios and strategies that have been proven effective in the classroom. This makes the discussions relevant to teachers' daily work, which can increase engagement and the likelihood of implementing the discussed strategies in their classrooms.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

8/14/2023 - 9/29/2023: In every Faculty Meeting, the Principal will provide opportunities for other educators to share one or more instructional strategies. As a result, teachers will be able to adopt the strategy (s) that was shared, leading to improved student outcomes.

Person Responsible: Carmen Garcia (pr3191@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023: Clear and Define instructional strategies. The Principal will meet with the presenter before the meeting to ensure that the instructional strategy will be presented with clarity and that is aligned with the curriculum standards. As a result, teachers will have a clear understanding of the strategy and how to implement it in their classrooms.

Person Responsible: Carmen Garcia (pr3191@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023: The school administrators will facilitate any resource, material, or tools needed to have a successful instructional strategy showcase. As a result, the time provided will be utilized effectively leading to a productive and valuable learning experience.

Person Responsible: Carmen Garcia (pr3191@dadeschools.net)

By When: 8/14/2023 - 9/29/2023