Miami Heights Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Miami Heights Elementary School

17661 SW 117TH AVE, Miami, FL 33177

http://miamiheights.dadeschools.net/

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

At Miami Heights Elementary School we are dedicated in our school's quality and excellence in education for all students. Realizing that literacy is the key to excellence, the administration, professional staff, community leaders, and all other stakeholders are deeply committed to providing every student with educational opportunities and learning experiences that focus on literacy.

Provide the school's vision statement.

The vision of Miami Heights Elementary School is to prepare students academically, socially, physically, and emotionally, in order for each student to reach their maximum potential. It is our intention to produce thoroughly educated citizens who are able to meet the challenges faced by society on a daily basis.

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
Saunders, Jason	Principal	The role of the principal is to provide strategic direction for our faculty and staff. The principal will hold regular team meetings focused on problem-solving and goal-setting, monitor the implementation of standardized curriculum across grade levels, assess teaching methods, monitor student achievement, manage the school budget, hire and evaluate staff and oversee facilities. The principal will also involve the Leadership Team in order to discuss, analyze, plan and execute next steps when determining goals for school-wide student achievement.
Sanchez, Melissa	Assistant Principal	The role of the assistant principal is to support the principal in providing strategic direction for our faculty and staff. The assistant principal will assist in monitoring the implementation of standardized curriculum across grade levels, assessing teaching methods, monitoring student achievement and attendance, monitoring policies and procedures and overseeing facilities. The assistant principal will also participate in regular team meetings focused on problem-solving and goal-setting. As part of the Leadership Team, the assistant principal will discuss, analyze, plan and execute next steps when determining goals for school-wide student achievement.
Agostini, Stacey	Reading Coach	The role of the Reading Coach is to support teachers with the implementation of state curriculum standards. The Reading Coach will hold regular collaborative common planning meetings in order to plan using the district pacing guides, support teachers using the curriculum and available data to analyze students' strengths and target areas of improvement. The Reading Coach will also analyze the data and identify students in need of Reading intervention as well as monitor its implementation.
Trent, Latanya	Math Coach	The role of the Math Coach for grades 3-5 is to support teachers with the implementation of state curriculum standards. The Math Coach will hold regular collaborative common planning meetings in order to plan using the district pacing guides, support teachers using the curriculum and available data to analyze students' strengths and target areas of improvement as well as ensure students receive appropriate intervention. She will also facilitate the implementation of differentiated instruction in grades 3-5. The Math Coach for grades 3-5 will serve as Miami Heights's professional development liaison. She will conduct a needs assessment to identify and support teachers in the area of professional development.
Smith, Diane	Instructional Coach	The role of the Math Coach for grades K-2 is to support teachers with the implementation of state curriculum standards. The Math Coach will hold regular collaborative common planning meetings in order to plan using the district pacing guides, support teachers using the curriculum and available data to analyze students' strengths and target areas of improvement as well as ensure students receive appropriate intervention. She will also facilitate the implementation of differentiated instruction in grades K-2. The role of the Science Coach is to support the teachers and assist with the coordination and implementation of the science state curriculum. The

Name	Position Title	Job Duties and Responsibilities
		Science Coach will assist with common planning meetings and with the district pacing guides. She will also assist with the interpretation of the student assessment data. The Science Coach will help in carrying out the set up, safety, and effective implementation of science labs.
Rodriguez, Rina	School Counselor	The role of school Counselor is to meet with students on a scheduled basis, assist with behavior issues and intervention, conduct regular meetings to evaluate intervention efforts and assist in the RTI process. The Counselor will also assist in crisis situations that involve Risk or Threat Assessments. She will also implement and monitor the Attendance initiatives and truancy cases at Miami Heights Elementary School.
Aenllerocha, Vivian	Teacher, ESE	The role of the school ESE Department Chairperson is to assist SPED students with academics, emotional, and social issues in which they require additional assistance or support. The ESE Chairperson assists with staffings, changes to IEP's and 504's, and monitors the fidelity to which accommodations are carried out. Furthermore, the chairperson leads the departments and assists with compliance issues that pertain to individual students.
Torra, Maria	Instructional Technology	The role of the Professional Learning Support Team Digital Innovation Leader is to share strategies for improvement of instruction and the implementation of of innovative strategies with regard to technology. She shares opportunities for digital transformation and innovation across various subject areas. She also introduces the staff to new resources or apps that can enhance teaching and learning.

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

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

The Educational Excellence School Advisory Council, or EESAC, is an active committee which includes the input of administration, teachers, students, parents, business and community partners. The council meets quarterly to discuss the needs of the school and votes to approve the priorities or needs that will benefit students schoolwide, regardless of grade level. Members are encouraged to share their input and vote for the areas needing immediate attention to meet the academic, emotional. or other student needs. It is with their collaboration that the SIP is developed and carried out.

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

The SIP is updated throughout the year and shared with stakeholders to ensure we are meeting the established expectations, and that stakeholders are aware of the need for any changes. The discussions allow for suggestions, changes, recommendations, and concerns to be brought to the attention of all involved or affected. Monitoring ensures goals are met by established timeline and sharing out to the EESAC Committee allows for them to be active participants whose goal is also to help narrow our students' achievement gap.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	5	17	15	16	13	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	4	11	10	7	0	0	0	32
Course failure in Math	0	0	3	5	11	5	0	0	0	24
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	21	44	50	12	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	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	14	18	32	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	13	18	28	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	16	29	27	39	0	0	0	115

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	8	18	15	29	0	0	0	74

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	7	16	2	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	6	0	0	0	6

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	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	14	18	32	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	13	18	28	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	16	29	27	39	0	0	0	115

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	8	18	15	29	0	0	0	74

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	7	16	2	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	6	0	0	0	6

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*	50	60	53	47	62	56	50		
ELA Learning Gains				66			44		
ELA Lowest 25th Percentile				50			50		
Math Achievement*	52	66	59	54	58	50	36		
Math Learning Gains				78			28		
Math Lowest 25th Percentile				86			36		
Science Achievement*	33	58	54	51	64	59	24		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	47	63	59	56			49		

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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	235
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	8
Percent Tested	100
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	25	Yes	1	1
ELL	39	Yes	1	
AMI				
ASN				
BLK	34	Yes	1	
HSP	48			
MUL				
PAC				
WHT				
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	59			
AMI				
ASN				
BLK	47			
HSP	62			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
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												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			52			33					47
SWD	19			38			12				5	35
ELL	37			49			22				5	47
AMI												
ASN												
BLK	33			30							3	
HSP	51			54			34				5	47
MUL												
PAC												
WHT												
FRL	47			51			23				5	45

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	47	66	50	54	78	86	51					56
SWD	18	38	47	28	72	87	40					24
ELL	39	64	50	50	81	85	47					56
AMI												
ASN												

					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
BLK	27	56	64	32	69		36					
HSP	50	67	44	57	79	86	53					56
MUL												
PAC												
WHT												
FRL	46	65	50	53	77	85	51					55

					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	50	44	50	36	28	36	24					49
SWD	37	45	30	29	40	40	26					39
ELL	50	53	60	39	24	27	22					49
AMI												
ASN												
BLK	18	18		15	27		9					
HSP	54	45	53	38	25	19	26					49
MUL												
PAC												
WHT												
FRL	49	45	52	34	30	44	24					49

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	37%	56%	-19%	54%	-17%
04	2023 - Spring	47%	58%	-11%	58%	-11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	38%	52%	-14%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	63%	-9%	59%	-5%
04	2023 - Spring	55%	64%	-9%	61%	-6%
05	2023 - Spring	33%	58%	-25%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	28%	50%	-22%	51%	-23%

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.

After reviewing the 2022-2023 school data, it is evident that 5th Grade Science Proficiency decreased. Science scores for fifth grade decreased from 51% proficiency to 28% as compared to the state average of 51% and district average of 50%. Contributing factors for the decrease in percentage points was due to a lack of science foundation and not enough opportunities to complete science labs.

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

The greatest decrease to student scores was in evident in Science. Fifth grade scores decreased from a 51% proficiency to 28% proficiency. The factors that contributed to this decline ranged from a lack of foundational skills to fewer completed science labs. Issues with attendance and truancy also contributed to the decline.

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.

Fifth grade math scores showed a considerable difference in proficiency when compared to other fifth graders taking the same exam. Only 33% of our fifth grade students scored at a level three or above. This was a difference of 44% when compared to other fifth graders who were administered the same exam. Factors that contributed to this decline were inability for some classes to remain on the

recommended pacing (established by the school district) and a lack of foundational skills for many of the students who were impacted in earlier years by the pandemic of Covid-19 and their virtual schooling.

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

When reviewing the 2023 state assessment, the third grade scores demonstrated a significant increase in student learning gains. Student scores in ELA increased from a 29% in 2021-2022, to a 46% for the 2022-2023 school year. Additionally, student scores in math increased from a 41% to a 66%. Contributing factors that led to student improvements in third grade scores were a direct result of differentiated instruction strategies. The consistent and deliberate support from the instructional coaches supported teacher efforts and student needs. Common planning sessions allowed for strategic collaboration of whole group and small group instruction also impacted teaching and learning. We will continue to provide interventionists for push-in and pull-out intervention sessions with lowest performing students in both Reading and Math.

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

One area of concern for our school is student attendance and truancy. Students are missing important information and foundational skills when they are absent. This leaves gaps in their learning and ultimately, impacts their ability to gain mastery of certain skills or concepts.

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

1. Increasing Science Scores
2. Increasing the use of the District Pacing Guides
3. Common Planning
4. Attendance
5. Parent Involvement

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

#1. Instructional Practice specifically relating to Science

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

According to the 2022-2023 FSA science proficiency data, 28% of our 5th grade students were proficient as compared to the state average of 51% and the district average of 50%. The students' limited access to laboratory experiments and hands-on activities made it a challenge for them to grasp certain concepts, particularly when first hand observations would have positively impacted their learning. Following the recommended district pacing guide and allowing time for activities to be carried out will enhance student learning and ultimately, raise student proficiency.

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

If we successfully implement the science labs, then our science scores should increase by a minimum of a 20% on the 2024 Science FSA.

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

The Instructional Science Coach will conduct biweekly common planning sessions and assist with the science lab preparations. The Administrative Team will monitor the collaborative planning sessions and/or the agendas to ensure implementation and the adherence of the district pacing guide is followed.

Person responsible for monitoring outcome:

Diane Smith (dsmith@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.)

If we successfully implement the evidence-based intervention of data-driven instruction, then teachers will be able to target and differentiate lessons according to topics not being mastered by the students. They can utilize the information from the baseline and mid-year science practice exams to determine areas of need.

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

Utilizing data-driven instruction to target science deficiencies allows teacher to focus on the concets or topics requiring reteaching and/or review. This will help to ensure students have another opportunity to gain proficiency in their area or areas of weakness or concern.

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 Professional Development for teachers on using technology to enhance and support learning and teaching of science, such as interactive simulations, digital resources, and online collaboration tools.

Person Responsible: Diane Smith (dsmith@dadeschools.net)

By When: The action step will be implemented on August 15, 2023 for the MDCPS District-Wide Professional Development Day.

Use grade-level meetings to analyze student data from current assessments and classroom activities to improve instruction by identifying trends, strengths, and areas needing improvement.

Person Responsible: Latanya Trent (latanyajackson@dadeschools.net)

By When: August 14 - September 29

S.T.E.A.M. strategies will be presented at each faculty meeting to provide guidance on best practices for fostering inquiry and integrating cross-curricular connections for school-wide support of science instruction.

Person Responsible: Maria Torra (mtorra@dadeschools.net)

By When: August 14 - September 29

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

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 FAST data reviewed, there was a 2% decrease in ELA and Math scores for fourth grade students. Fourth grade ELA scores dropped from 44% proficiency to 43% proficiency and fourth grade math scores decreased from 52% to 51% proficiency. Utilizing the pacing guides with fidelity will ensure all material is taught so that gains are evident.

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

If we successfully implement the use of the District Pacing Guides, then the students' proficiency percentile scores will increase by at least 5% in ELA and Math for the 2023 State Assessments.

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

The Leadership Team will meet with teachers monthly to ensure they have the support and resources needed to continue to teach at the recommended pace and utilizing the resources suggested by the district. This will ensure that students are being exposed to the topics, concepts, and lessons needed for their success.

Person responsible for monitoring outcome:

Jason Saunders (saunders@dadeschools.net)

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

The school will use the alignment of standards utilizing the pacing guides to promote consistency across different classrooms or class sections.

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

Using the evidence-based intervention of utilizing the pacing guides for the alignment of standards will ensure that learning objectives are taught with the essential content and the skills students will need to meet the academic benchmarks.

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.

Teachers will meet with instructional coaches on a bi-weekly basis and work towards remaining of the recommended pacing for the sequence of topics, skills, and concepts that should be taught over a specified period.

Person Responsible: Latanya Trent (latanyajackson@dadeschools.net)

By When: Aug. 2023-Sept 29, 2023 are the dates in which the instructional coaches will assist teachers with efficient time management and support the alignment of the standards.

The teachers will utilize their common planning to compare the structured lessons, consistency, and alignment of standards when compared to other classes in their own grade level. They will offer each other recommendations and support for remaining on track or assisting students to gain mastery of topics within their own learning path.

Person Responsible: Diane Smith (dsmith@dadeschools.net)

By When: Aug. 2023-Sept. 29, 2023 will be the dates in which the educational practices of following the pacing guide will be supported.

Teachers will utilize lessons involving differentiated instruction so that students not keeping up may have an additional opportunity to master the skills and concepts being taught.

Person Responsible: Stacey Agostini (sagostini@dadeschools.net)

By When: The teachers use of differentiated instruction will be ongoing, but will be evident to the instructional coach beginning Aug. 2023.

#3. Instructional Practice specifically relating to Collaborative Planning

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

According to the data reviewed, our school will focus on the instructional practice of Collaborative Planning. Students did not score greater than 46% proficiency in fourth or fifth grade for ELA when compared to the 2022-2023 school year. Those previous scores demonstrated a 44% proficiency in fourth grade and 68% proficiency in fifth grade.

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

If we successfully implement Collaborative Planning, then students' proficiency percentile scores will increase by at least 5% in ELA for the 2024 FAST State Assessment.

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

The instructional coaches will conduct weekly collaborative planning sessions and the Administrator will monitor weekly collaborative planning session agendas to ensure implementation and the adherence to District pacing.

Person responsible for monitoring outcome:

Stacey Agostini (sagostini@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 Collaborative Planning, our school will focus on "Standards Based Collaborative Planning." Teacher leaders and mentors will be identified within grade levels to provide additional assistance to others during their common planning time, thus improving the ability to implement standards-based aligned lessons for the benefit of the students.

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

Collaborative planning improves collaboration among teachers and promotes learning, insights and constructive feedback that occur during professional discussions among teachers. Instruction is improved when teachers work on the standards based lessons collaboratively. Devising projects, activities, and opportunities for the review and implementation of said practices supports the goal to improve student achievement.

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.

Miami Heights Elementary Instructional Coaches will create a schedule for teachers in grades K-5 to attend weekly common planning sessions with instructional coaches. As a result, they will collaboratively

plan lessons, activities, and differentiation in ELA, Math, and Science to improve student achievement across the subject areas.

Person Responsible: Stacey Agostini (sagostini@dadeschools.net)

By When: August 14 - September 29

Agendas for weekly common planning sessions will be devised by Instructional Coaches to ensure grade level teachers are identifying and addressing the students' needs based on meeting discussions and objectives. As a result, teachers will reflect on lesson goals to ensure students are engaged in rigorous lessons and a challenging pace.

Person Responsible: Melissa Sanchez (sanchezm@dadeschools.net)

By When: August 14 - September 29

Grade level teachers will follow the weekly Common Planning sessions with Instructional Coaches and and grade level teachers. Each common planning session will address planning for future lessons and focus on the recommendations of the MDCPS District Pacing Guides in ELA, Math, and Science. Meetings will also include teachers' needs for learning about resources and/or training; compiling and sharing data from school and/or district topic assessments to devise academic focus of upcoming lessons. As a result, teachers will use data determine differentiation groups and resources that will impact student learning.

Person Responsible: Melissa Sanchez (sanchezm@dadeschools.net)

By When: August 14 - September 29

#4. Positive Culture and Environment specifically relating to Early Warning System

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

Based on the data review, our school will implement the Targeted Element of Early Warning System for Student Attendance. Through our data review, we noticed the percentage of students who missed between 6-10 days, 11-15 days, and 16-30 days of school was higher than the district averages between one to seven percentage points per category. Our school average for students who missed 6-10 days of school was at 32% when compared to the district's 25%. Students who missed 11-15 days of school was at 17% when compared to their 16% and students missing 16-30 days was at 21% as opposed to 20% the district wide average. Research demonstrates students who are consistently absent tend to underperform in school. We believe one of the contributing factors to our lower scores in the FAST and Statewide Science Assessment is attributed to Student Attendance. We recognize that we need to revisit and adjust our attendance initiatives to ensure that attendance is consistently higher and students attend school regularly. As a result, we will be able to improve in various areas and raise student achievement.

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

If we successfully implement the Targeted Element of Early Warning System for Student Attendance, our daily student attendance will increase. The percentage of students with a high number of absences will resemble or be less than the District's average by at least 5 percent during the 2023-2024 school year.

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

The Leadership Team will implement school-wide attendance initiatives such as having daily raffles and implementing long term contests such as, "Attendance Heroes." The incentives for these initiatives will motivate students to participate actively and attend school regularly. The team will also plan and provide regular school-wide incentives for perfect attendance such as field-trips and classroom perfect attendance rewards. The
counselor will mentor individual students who have consistent truancy and the community involvement specialist will connect with their families on a bi-weekly to encourage attendance efforts. Teachers will monitor their attendance and submit that data to the Leadership Team on a weekly basis with emphasis on attendance trends. This data will be discussed during data chats and parental contact will be made when necessary. Early
intervention will in having less truancy cases for the school year.

Person responsible for monitoring outcome:
Melissa Sanchez (sanchezm@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.)

If we successfully implement the Targeted Element of Early Warning System for Student Attendance, our daily student attendance will increase. The percentage of students with a high number of absences will resemble or be less than the District's average by at least 5 percent during the 2023-2024 school year.

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

Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a ways to motivate students who would otherwise not want to attend school regularly, while educating the parents as to why it is crucial to student success.

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.

We will implement daily raffles on the morning announcements to highlight two students daily who are in school and have arrived on time. They will receive a treasure box reward from the main office as a recognition reward. As a result, students will become motivated to attend school regularly, thus preventing excessive absences.

Person Responsible: Rina Rodriguez (rinarodriguez@dadeschools.net)

By When: Aug. 2023-Oct. 2023

The school will implement a school wide initiative where classrooms track perfect attendance in their rooms. With the help of the students, teachers monitor if their homeroom has perfect attendance daily. Classrooms will color in one letter on an "Attendance Hero" sheet daily that everyone in class is present. The first class to fill it in will earn a certificate of recognition, be celebrated on the morning announcement, and receive an additional tangible reward to celebrate as a group. As a result, students will encourage one another to arrive to school on time and attend class regularly.

Person Responsible: Rina Rodriguez (rinarodriguez@dadeschools.net)

By When: Aug. 2023-Oct. 2023

Homeroom teachers will monitor their attendance and submit a weekly attendance report to the Leadership Team identifying any tardy and absent trends of their students. The counselor will mentor those students whom are chronically absent and the community involvement specialist will connect with their families on a bi-weekly basis to encourage attendance efforts. As a result, parental involvement will raise awareness of the importance of attending school regularly and students will miss important lessons less frequently.

Person Responsible: Melissa Sanchez (sanchezm@dadeschools.net)

By When: August 14 - September 29

#5. 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 school data reflecting an increase in enrollment, many students are attending our school system for the first time, regardless of grade level. As new MDCPS students enrolled at Miami Heights Elementary School, they are unfamiliar with the norms, protocols, resources, and opportunities to support their child's or children's education. We would like to increase parental involvement at our school by having greater participation at our school functions and extra curricular events. We believe this will have a positive impact on our students' success.

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

If we successfully implement the targeted element of parent involvement for a positive school culture, our school community will have additional opportunities to participate in their child's education and encourage students to attend school regularly. This will allow for visibility and accessibility to the staff of Miami Heights Elementary and lead to an increase in communication practices for the parents. Sign in sheets will record the attendance to ensure participation has increased.

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

Prior to any extracurricular events, the school will advertise the functions in advance. School messengers and posts on social media will remind and encourage parents and guardians to attend. Furthermore, ensuring that we offer events on different days and times will demonstrate an increase in their involvement.

Person responsible for monitoring outcome:
Melissa Sanchez (sanchezm@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.)

If we successfully implement the evidence-based intervention of monitoring attendance, there will be an increase in teacher-parent collaboration.

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

Effective communication and collaboration between parents and teachers can lead to a better understanding of a child's strengths and weaknesses. This partnership can result in tailored support and strategies that address the child's individual 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.

A workshop hosted by the Community Involvement Specialist and the Parent Academy will emphasize the importance of their involvement in their child's education and the long term success it will yield.

Person Responsible: Melissa Sanchez (sanchezm@dadeschools.net)

By When: August 14 - September 29

The school will promote a counselor led activity to educate parents on how they can better assist with the academic support to their children and help them with goal setting.

Person Responsible: Rina Rodriguez (rinarodriguez@dadeschools.net)

By When: August 14 - September 29

The faculty and staff will plan a FALL event to host for parents and students to attend together. The collaboration between parents, teachers, and staff will promote parent involvement as they assist with planning and volunteering.

Person Responsible: Latanya Trent (latanyajackson@dadeschools.net)

By When: August 14 - September 29

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Students in grades K-2 often struggle with phonemic awareness. Even with explicit instruction and practice in phonological and phonemic awareness, students may have difficulty working with simple words, rhyming pairs, and/or showing interest in language games. Working on areas that help to master these areas of deficiency will improve how students learn and respond to literacy, while improving their phonics.

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

Many students in grades 3-5 scoring below a Level 3 struggle with reading comprehension. These students have difficulty understanding vocabulary and figurative language, inferencing, and other forms of expression. Helping students with vocabulary and thinking strategies will improve their overall comprehension.

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

If we successfully implement strategies for building phonics and phonemic awareness, students will increase their ability to read common high frequency words and work with blends. Whether they have appropriate explicit and systematic instruction and adequate practice with phonics and decoding, frequent practice is needed for building mastery. Using strategies recommended by the district, suggestions from the instructional reading coach, and teaching instruction, students will improve their phonics and word recognition. As a result, 60% of students would show growth in this area.

Grades 3-5 Measurable Outcomes

Many students who have struggled on exams in grades 3-5 most often have issues with reading comprehension. They need further assistance with vocabulary, figurative language, inferencing, and overall language development. Using progress monitoring, students' progress and learning gains will improve and scores will increase above a level 3 in reading. As a result, 60% of students will show grade level proficiency by May of 2024.

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.

Students will be monitored through i-Ready growth and progress monitoring. Intervention skills checks will also help to evaluate which students still have to make further progress. Wonders bi-weekly assessments will be an additional tool used to monitor student achievement.

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

Agostini, Stacey, sagostini@dadeschools.net

Evidence-based Practices/Programs

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The Intervention Phonics Program, based on the Science of Reading, the Wonders Curriculum, and iReady, are all evidence-based programs that will yield moderate to strong results for improvements in reading. These programs and the strategies will help students with their phonemic awareness and to build on their overall comprehension while aligning with the B.E.S.T. standards.

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?

Students who receive explicit instruction, in addition to evidenced based programs, such as the Intervention
Program, Wonders, and i-Ready, are more likely to receive the necessary targeted practice needed for improvement and making learning gains. These programs will assist with phonemic awareness, fluency, decoding, vocabulary, and comprehension. Students will raise scores closer into the grade level range versus their initial scores of less than 3 when initially tested.

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
Literacy Leadership: The Administration and Reading Instructional Coach will work together to devise a schedule for Intervention. This assistance will be provided to students who need Tier 2 and Tier 3 Intervention Strategies and require assistance in phonemic awareness, comprehension, and/or other areas deficiency for struggling readers. As a result of providing the additional assistance to these students, they will make learning gains that bring them closer to or on grade level.	Sanchez, Melissa, sanchezm@dadeschools.net
Literacy Leadership: Using data from progress monitoring, students will be grouped based on areas of greatest need or deficiency. This will help teachers target the areas requiring reteaching or reinforcement, and move students closer to proficiency.	Agostini, Stacey, sagostini@dadeschools.net
Literacy Coaching: The Reading Coach and Reading Interventionists will use small group settings to provide instruction for the students needing additional assistance in the area of Reading and Language Arts. This will allow for additional time to be provided for specific student needs and the support needed for improvement.	Agostini, Stacey, sagostini@dadeschools.net
Literacy Coaching: The Literacy Coach and Interventionists will continue intervention strategies such as small group instruction, monitoring growth and progress data, and observing the effectiveness of skills checks, to determine adjustments needed so that they may continue to reinforce areas of weakness for nonproficient students.	Agostini, Stacey, sagostini@dadeschools.net
Assessment: Student scores in iReady, various assessments from the Wonders Curriculum, and other progress monitoring systems will determine which students require adjustments in support and/or new approaches in teaching strategies.	Agostini, Stacey, sagostini@dadeschools.net
Assessment: Student regroupings will occur as students master certain topics or require reteaching of various lessons or concepts. Groups will continue to be fluid based on student needs and areas of weakness.	Agostini, Stacey, sagostini@dadeschools.net
Professional Learning: Common planning will serve as a collaborative setting in which the Reading Instructional Coach and grade level teachers will participate in discussions, strategize, and devise lesson plans for their whole and small group instruction. They will share the best practices and resources that help their students generate the most learning gains.	Agostini, Stacey, sagostini@dadeschools.net
Professional Learning: Teachers will be supported when requesting to attend professional development for the purpose of enhancing their teaching of Language Arts and Reading. Teachers will utilize new strategies for the B.E.S.T. standards and FAST Exam, and learn innovative strategies to better serve their struggling students to help reach proficiency in reading.	Agostini, Stacey, sagostini@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 SIP will be disseminated to Miami Heights Elementary School's stakeholders: students, staff, families, and business and community members. Information will be communicated through faculty meetings, Parent Academy Workshops, Educational Excellence School Advisory Council (EESAC) Meetings, and it will also be shared on our website: https://miamiheightselementary.net/

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 plans to build positive relationships with parents, families, and other community stakeholders and maintain open communication by utilizing various strategies. A Meet and Greet was scheduled prior to the Opening of Schools and families were invited to attend. Parents were allowed to walk students to class the first two days of school in order to establish trust with teachers and staff and familiarize themselves with our school building. In addition, the school will host a variety of events such as Open House, Parent Data Night, STEAM Night, holiday and music shows, and Parent Workshops. Furthermore, they will receive updates on our website: https://miamiheightselementary.net/, and through other apps or outlets such as School Messenger and our school's Instagram.

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 strengthen the academic programs offered and increase the quality of learning time through targeted standards-based data driven instruction, standards-aligned collaborative planning, differentiated instruction, intervention, and extended learning.

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 program is developed in coordination and integration with other Federal, State, and local services, resources, and programs. Some of the programs range from schoolwide support to supporting specific needs of targeted groups meeting an established criteria. The programs include Project Upstart, Diet and Nutrition Programs, After School Care, and extended learning programs.

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

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

The school ensures counseling, school-based mental health services, specialized support, mentoring, and other strategies to support and enhance the academic subject areas. Our school counselor and mental health coordinator work with students and families as needed to ensure mental health is prioritized and parents are aware of the resources available to them. This includes referrals and recommendations for additional assistance. Furthermore, the school supports clubs and organizations whose work is to prioritize values, antibullying campaigns, and mental wellness.

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

N/A

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

Implementation of schoolwide tiered model to prevent and address problem behavior and early intervening services include support from the counselor and mental health coordinator. They push into classes and share lessons ranging for antibullying to self care, and emphasize the need for seeking help in uncomfortable or dangerous circumstances. We also support clubs and organizations which integrate social and emotional learning into their activities and share their positive messages throughout various classes.

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

Teachers, paraprofessionals, and other school personnel are supported with regard to their own professional growth and learning. They are offered opportunities to participate in school based trainings and professional development. They are also supported when requesting to attend district professional development. Collaborative planning in reading and math also help to support our teachers in their lesson planning. They have opportunities to listen to speakers at faculty meetings and have mentors assist them regardless of novice or veteran status. Administration supports their endeavors in order to facilitate teaching and learning.

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

The school works with a MDCPS Early Childhood Curriculum Support Specialist and an Autism Curriculum Support Specialist to ensure students in PreK ESE, VPK, and Preschool classes receive the support they need while attending their perspective programs or classes. Students and parents are then offered the opportunity to attend a transitional meeting explaining how the curriculum and expectations will change once students are ready to attend their local elementary programs as kindergarten students.