Miami Springs Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Miami Springs Elementary School

51 PARK ST, Miami Springs, FL 33166

http://mse.dadeschools.net/

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The staff and community at Miami Springs Elementary value each and everyone of our students. Our mission is to academically, emotionally and physically nurture the whole child in a positive, safe learning environment. We will empower lifelong learners by providing rigorous instruction in all disciplines on a daily basis and by providing the emotional support that will enable each child to achieve at their highest potential. The principal will provide strong instructional leadership to ensure that the vision becomes a reality by fostering a challenging and culturally relevant learning environment.

Provide the school's vision statement.

The vision of Miami Springs Elementary School is to inspire all students to pursue excellence and empower them to become lifelong learners.

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
Savigne, Jennifer	Principal	Monitors and oversees the implementation of curriculum and activities relating to school improvement.
Vale, Idania	Instructional Coach	Plans for and executes curriculum that promotes the goals set by the leadership team to improve student achievement.
Pacheco, Janice	Teacher, K-12	Plans for and executes plans for professional development relating to curriculum.
Soto, Janet	Teacher, K-12	Plans for and executes digital and web based strategies to enhance the curriculum.
Lugo, Jennifer	Assistant Principal	Assists with monitoring and overseeing the implementation of curriculum and activities relating to school improvement.

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.

All stakeholders are involved in creating and updating the SIP through EESAC, Leadership Team meetings, and Faculty Meetings. Surveys are created and feedback is analyzed to determine what data is most important to all stakeholders. At EESAC, parents and community members can provide ideas and help establish these goals.

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))

Throughout the year the leadership team reviews goals and has conversations with all stakeholders to update strategies and action plans. At EESAC meetings, Leadership Team meetings and Faculty Meetings the goals and action steps are discussed. Then, all stakeholders are able to provide feedback and ideas on how to improve upon or meet goals.

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	97%
2022-23 Economically Disadvantaged (FRL) Rate	96%
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) 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: 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	0	12	5	1	10	61	0	0	0	89
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	1	3	5	1	2	0	0	0	12
Course failure in Math	0	1	0	2	5	5	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	5	17	20	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	1	10	13	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	18	19	18	25	24	0	0	0	104

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	1	1	16	11	14	0	0	0	43

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	1	0	3	0	1	0	0	0	5
Students retained two or more times	0	0	0	1	0	1	0	0	0	2

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	8	1	10	2	8	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	12	2	5	0	0	0	24
Course failure in Math	0	0	1	5	1	5	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	9	8	16	0	0	0	33
Level 1 on statewide Math assessment	0	0	0	5	9	12	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	7	24	18	21	0	0	0	71

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	11	4	14	0	0	0	31

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	2	9	0	1	0	0	0	14
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

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	8	1	10	2	8	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	12	2	5	0	0	0	24
Course failure in Math	0	0	1	5	1	5	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	9	8	16	0	0	0	33
Level 1 on statewide Math assessment	0	0	0	5	9	12	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	7	24	18	21	0	0	0	71

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	11	4	14	0	0	0	31

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	2	9	0	1	0	0	0	14
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

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*	53	60	53	59	62	56	57		
ELA Learning Gains				68			42		
ELA Lowest 25th Percentile				59			10		
Math Achievement*	63	66	59	62	58	50	53		
Math Learning Gains				73			29		
Math Lowest 25th Percentile				75					
Science Achievement*	35	58	54	57	64	59	49		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	61	63	59	66			44		

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	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	265
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	519
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	30	Yes	1	1
ELL	50			
AMI				
ASN				
BLK				
HSP	53			
MUL				
PAC				
WHT				
FRL	51			

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	49			
ELL	68			
AMI				
ASN				
BLK				
HSP	69			
MUL				
PAC				
WHT				
FRL	65			

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	53			63			35					61
SWD	26			33			12				5	61
ELL	47			62			35				5	61
AMI												
ASN												
BLK												
HSP	53			64			37				5	61
MUL												
PAC												
WHT												
FRL	48			62			34				5	60

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	59	68	59	62	73	75	57					66
SWD	38	59	36	38	64	73	42					40
ELL	56	72	64	59	70	90	67					66
AMI												
ASN												
BLK												
HSP	59	69	68	65	74	88	64					66
MUL												
PAC												
WHT												
FRL	59	69	60	60	74	75	57					64

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	57	42	10	53	29		49					44
SWD	27			34								10
ELL	57	50		50	10		42					44
AMI												
ASN												
BLK												
HSP	58	43		53	29		50					45
MUL												
PAC												
WHT												
FRL	55	43		51	29		47					43

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	52%	56%	-4%	54%	-2%
04	2023 - Spring	48%	58%	-10%	58%	-10%
03	2023 - Spring	47%	52%	-5%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	71%	63%	8%	59%	12%
04	2023 - Spring	63%	64%	-1%	61%	2%
05	2023 - Spring	54%	58%	-4%	55%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	50%	-21%	51%	-22%

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.

Based on data analysis from the 2023 Statewide Science Assessment, Science was the lowest performing area. The team determined that the reason for the decline in proficiency level from the 2022 Science Assessment is because of inconsistent use of essential labs, inconsistent use of Science interactive journals, and the need for a plan after data analysis.

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

The Statewide Science Assessment showed the greatest decline from the 2022 administration to the 2023 administration. The subgroup of Students with Disabilities had 0% proficiency even though there were 22 students who participated in the assessment.

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.

The 2023 Statewide Science Assessment showed the greatest gap when compared to the state. The state proficiency level was 52% and the school proficiency was 28%. The difference was 24% which is a

significant difference. A factor in this was the fact that 0% of Students With Disabilities showed proficiency in Science.

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

The greatest improvement was in Mathematics overall. Our school hired a new Math coach for the 2022-2023 school year that guided our teachers in planning and ensuring that they stayed on track with the pacing guide while reviewing areas of concern consistently. She ensured that support was available for Math all year long.

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

In reflecting on the Early Warning Systems, the major area of concern is Students With Disabilities achieving proficiency during the 2023-2024 school year, our school intends to:
Use Interactive Notebooks- Use new interesting ways to instruct Students With Disabilities.
Provide consistent in class support for Students With Disabilities throughout the school year. The support will be provided in Science class.

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

1. Science Grade 5
2. Reading across all grade levels
3. Empower Teachers & Staff
4. Collective Efficacy

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 Science State Assessment data, proficiency decreased from 57% in 2022 to 29% in 2023, a 28-percentage point difference. Based on this data and the contributing factors of weak foundational skills and limited intervention opportunities, we will implement the use of data driven instruction.

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

With successful implementation of data driven instruction, an additional 20% of students will achieve proficiency on the State Science Assessment by June 2024.

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

Administration will conduct data discussions with teachers each month, data analysis will take place during grade level and leadership team meetings, and administrative walkthroughs will be conducted to ensure data driven instruction is taking place. Additionally, student work samples, assessments, and the use of interactive notebooks within the classroom setting will be utilized with students to provide data driven instruction that meets their specific needs.

Person responsible for monitoring outcome:

Jennifer Savigne (pr3381@dadeschools.net)

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

Within the targeted element of Science Instruction, our school will focus on the evidence based strategy of data driven instruction.

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

Data driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment and data analysis to meet the needs of all students. Data driven Instruction may include developing Instructional Focus Calendars (IFC) and learning strategies based on data outcomes that are aimed towards students improvement and proficiency 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.

Conduct data analysis during grade level and leadership team meetings plus administrative walkthroughs, to ensure data driven instruction is taking place. As a result, an additional 20 percent of students will achieve proficiency in Science by the 2023-2024 state assessment.

Person Responsible: Jennifer Savigne (pr3381@dadeschools.net)

By When: August 14 - September 29, 2023

Provide opportunities for teachers to plan data driven instruction using results from topic assessments. As a result, teachers will plan meaningful lessons to target the specific standards and needs of students.

Person Responsible: Jennifer Lugo (jcabrera2@dadeschools.net)

By When: August 14 - September 29, 2023

Implement Science Interactive Journals for all grade levels to ensure that data driven instruction is taking place in the classrooms. This will serve as a tool for students to actively participate in the learning process. As a result, students will be able to explore scientific concepts in a tangible way.

Person Responsible: Jennifer Lugo (jcabrera2@dadeschools.net)

By When: August 14-September 29, 2023

#2. 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.

The implementation of Differentiated Instruction was identified as a critical need since the 2023 FAST ELA Assessment data, proficiency decreased from 59 percent in 2022 to 49 percent in 2023, among 3rd-5th grade students, a 10-percent point difference. Based on this data and contributing factors of limited personnel, weak foundational skills, and limited opportunities for common planning.

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

With successful implementation of Differentiated Instruction, an additional 10 percent of the students will achieve proficiency on the FAST ELA Assessment by June 2024.

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

Administrative walkthroughs will be conducted to ensure targeted ELA Instruction and interventions are taking place. Additionally, all students in grades 3-5 will participate in Unit Assessments and Quarterly Assessments. Data analysis will be conducted during grade level and leadership team meetings to track data. Targeted groups of students who require additional support or enrichment will be provided with extended learning opportunities. The extended learning opportunities will include differentiated instruction, interventions, supplemental resources and activities designed to meet the specific needs of selected students and further enhance their learning.

Person responsible for monitoring outcome:

Jennifer Savigne (pr3381@dadeschools.net)

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

Within the targeted element of ELA instruction, our school will focus on the evidenced based strategy of Differentiated Instruction.

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

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials, assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Skillfully employed differentiated instruction during small group sessions will be implemented. As a result, teachers will be effectively addressing individual student goals and fostering tailored learning experiences.

Person Responsible: Jennifer Lugo (jcabrera2@dadeschools.net)

By When: August 14 - September 29, 2023

Data will be used to plan for differentiated instruction. As a result, lesson plans will reflect the areas of focus and need.

Person Responsible: Jennifer Lugo (jcabrera2@dadeschools.net)

By When: August 14 - September 29, 2023

During grade level and leadership meetings, data from ELA Assessments will be monitored, as a result, instructional personnel will provide targeted instruction to meet the needs if all students.

Person Responsible: Jennifer Lugo (jcabrera2@dadeschools.net)

By When: August 14 - September 29, 2023

#3. Positive Culture and Environment specifically relating to Other

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

Based on data analysis, our school will focus on the the targeted element of Empower Teachers and Staff. This focus was identified as a critical need due to 46% of the teachers feeling overwhelmed according to the 2022-2023 School Climate Survey. This data is evidence that the greatest need for improvement is providing strong leadership support to enable educators to collaboratively determine effective strategies for addressing challenges.

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

With successful implementation of instructional coaching and collaborative interactions, 70% of the teachers and staff will learn and implement new strategies to approach challenges with the support of the leadership team.

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

The PLST will establish clear communication during data chats and common planning sessions where teachers can share their experiences, challenges, and successes related to implementing the Empower Teachers and Staff area of focus. During faculty meetings, the PLST will engage in constructive conversations with teachers; offering feedback, suggestions, and support.

Person responsible for monitoring outcome:

Jennifer Savigne (pr3381@dadeschools.net)

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

Within the targeted element of Positive School Culture, our school will focus on the evidenced-based strategy of empowering teachers and staff with PLST support and instructional coaching strategies to approach challenges.

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

Empower Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges. By incorporating this concept into the school culture and professional development, teachers will in turn model these principles for their students and promote a positive approach to learning and improvement.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

During data chats and common planning sessions, teachers will collaborate with administrators and record their reflections regarding innovative approaches used to tackle challenges. As a result, they will feel empowered to make decisions.

Person Responsible: Jennifer Savigne (pr3381@dadeschools.net)

By When: August 14 - September 29, 2023

Data analysis will be used by administration to empower teachers. As a result, teachers will know their data and feel empowered to make decisions based on the data.

Person Responsible: Jennifer Savigne (pr3381@dadeschools.net)

By When: August 14 - September 29, 2023

Encourage communication and collaboration during grade level and leadership team meetings to empower teachers. As a result, teachers will feel confident in collaborating and communicating with all stakeholders.

Person Responsible: Jennifer Savigne (pr3381@dadeschools.net)

By When: August 14 - September 29, 2023

#4. Positive Culture and Environment specifically relating to Other

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

Based on data analysis, our school will focus on the implementation of Collective Efficacy. Sharing the common goals of the school and each stakeholders role in achieving positive student outcomes.

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

With the implementation of Collective Efficacy we will 100% of teachers will understand our school goals and that through collective action they can positively influence student outcomes.

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

Goals and student data will be reviewed monthly so that all teachers are part of the collective action and positive student outcomes.

Person responsible for monitoring outcome:

Jennifer Lugo (jcabrera2@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.)

Collective Efficacy can be seen as a staff's shared belief that through their collective action, they can positively influence student outcomes and achievement. Research indicates that collective efficacy is the number one factor influencing student achievement.

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

Within the targeted element of Collective Efficacy, our school will work towards the common goal of collective action for positive student outcomes by setting goals and working towards them in reaching the common goal of student outcomes.

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.

Professional Development in Goal setting will be held. As a result, all staff members will know the common goal and steps to achieve it.

Person Responsible: Janice Pacheco (jpacheco1@dadeschools.net)

By When: August 14 - September 29, 2023

Goals will be revisited each nine weeks and action steps will be reviewed based on data. As a result, all staff members will continue to work towards the common goal.

Person Responsible: Jennifer Lugo (jcabrera2@dadeschools.net)

By When: August 14 - September 29, 2023

Teachers will meet with students each nine weeks. As a result, all staff members will continue to work towards positive student outcomes.

Person Responsible: Jennifer Lugo (jcabrera2@dadeschools.net)

By When: August 14 - September 29, 2023

Teachers will meet with students each nine weeks. As a result, all staff members will continue to work towards positive student outcomes.

Person Responsible: Jennifer Lugo (jcabrera2@dadeschools.net)

By When: August 14 - September 29, 2023

Teachers will meet with students each nine weeks. As a result, all staff members will continue to work towards positive student outcomes.

Person Responsible: Jennifer Lugo (jcabrera2@dadeschools.net)

By When: August 14 - September 29, 2023

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

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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

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

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

According to the 2023 Star Literacy proficiency data only 41% of K-2nd grade students were proficient in ELA, these students are not projected to perform at grade level on the statewide assessment.

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

According to the 2022-2023 FAST ELA data, there is a proficiency rate of 49% among 3rd–5th grade students. Based on the data, more than 50% of students are not projected to perform at grade level on the statewide assessment.

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of collaborative planning using data, 51% of students in K-2nd grade, will score at grade level or above in the area of ELA by the end of the 2023-2024 school year.

Grades 3-5 Measurable Outcomes

With the implementation of collaborative planning, 59% of students in 3rd-5th grade, will score at grade level or above in the area of ELA by the end of the 2023-2024 school year.

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.

During the 2023-2024 school year, administration will conduct monthly data chats, adjust groups and strategies based on current data in real-time, and follow up with regular walk throughs to ensure that strategies and best practices are being implemented. Administrators will review lesson plans and data on a bi-weekly basis.

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

Savigne, Jennifer, pr3381@dadeschools.net

Evidence-based Practices/Programs

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

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

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

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

During the 2023-2024 school year, teachers will use planning time to plan for interventions and Differentiated Instruction that focuses on student need. Learners reading below their grade level will receive interventions from the district adopted program with Fidelity. The district adopted program is aligned with the B.E.S.T. standards. This will be monitored through walk throughs, data collection using the online monitoring tool, and data chats with teachers and students.

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?

Planning for interventions and differentiated instruction helps to target each students needs on an individual basis and can be revised and updated. It has been proven that planning for activities improves instruction which in turn improves student outcomes.

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
08/28/23-09/29/23- The Literacy Leadership Team will meet monthly to review data and ensure that Collaborative Planning has taken place. As a result, there should be minutes that reflect what was discussed during collaborative planning and lesson plans that match.	Savigne, Jennifer, pr3381@dadeschools.net
08/28/23-09/29/23 Bi-weekly assessments will be used by teachers during collaborative planning sessions to update goals and strategies that target the student need in real time. As a result, student proficiency and understanding of the standards should increase.	Savigne, Jennifer, pr3381@dadeschools.net
08/28/23-09/29/23- Monthly data chats with administration will ensure that meaningful discussions are had about strategies being implemented and which ones are being effective in improving student outcomes. As a result, goals and strategies will be updated each month.	Savigne, Jennifer, pr3381@dadeschools.net
08/28/23-09/29/23- Teachers will participate in quarterly PD that will help them to learn new strategies to implement in their classrooms. As a result, new strategies will be added to instruction in order to improve proficiency.	Savigne, Jennifer, pr3381@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.

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) will include: holding a meeting with stakeholders, posting information on how to access SIP on school messenger, and posting the SIP to the school's webpage where it is made publicly available. Website: mse.dadeschools.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))

Methods used to build positive relationships with parents, family, and other community stakeholders include: Class Dojo, Schoology, social media (X, Instagram, and Facebook), local newspaper (River Cities Gazette), monthly virtual/in person parent workshops through The Parent Academy, back to

school nights, and STEAM showcases. Through these outlets we are able to fulfill the school's mission, support the needs of our students, and keep parents informed of their child's progress.

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

The school plans to strengthen the academic program in school through interventions for Reading, Science Inquiry Labs, STEAM projects, and integration of the Cambridge program.

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))

N/A

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 that students receive counseling as a whole on a consistent basis and individually as needed. If other services are needed the student and/ or families are referred to the mental health provider or outside agencies that can help.

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).

The Student Code of Conduct is followed and students exhibiting behavioral concerns are moved through the tiers and more specific interventions are put in place as needed.

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 are trained and fully equipped to teach and do interventions with their students. Teacher retention and recruitment has been successful.

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 preschool teachers collaborate with the local elementary teachers to make the transition for all students positive.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Science	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	**$0.00**

Budget Approval

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

No