

Miami-Dade County Public Schools

Phyllis R. Miller Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	23
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	28

Phyllis R. Miller Elementary School

840 NE 87TH ST, Miami, FL 33138

<http://prmiller.schoolwires.com>

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 primary mission of Phyllis Ruth Miller Elementary School is to meet the needs of the whole child in order to ensure that he or she gains the skills necessary to successfully transition to higher education and become career ready. This belief drives every fundamental decision that is made at the school site. The Phyllis Ruth Miller Elementary School staff also recognizes that the school/home/community partnership is an important variable in the total development of the child. The collaborative relationship that exists between staff and parents is integral to the successful reputation that has enveloped the school since its opening in 1992.

Provide the school's vision statement.

The vision of Phyllis Ruth Miller Elementary School is to provide quality academic and educational programs that maximize the potential of each student, preparing him or her to succeed in today's changing society and to meet the challenges of our rapidly changing world. Phyllis Ruth Miller Elementary School will provide an environment which enables students to acquire the critical skills, knowledge, attitudes, and values that will empower them to function in a global society.

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
Humphrey, Kisa	Principal	The duties and responsibilities of the principal is to provide leadership, direction and co-ordination to foster teachers growth while maintaining a focus to develop and sustain highly effective, rigorous, and engaging educational programs for student's achievement. In addition, the principal is accountable for all aspect of the school such as, policies & procedures, budget, and safety protocols & emergency response procedures.
Garcia, Claribel	Assistant Principal	Assist the principal with providing strategic direction within the learning community to increase student achievement.
Jones-Allen, Deborah	School Counselor	Provide services and resources to learners and their families in need.

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 School Leadership Team consistently engages in dialogue which generates positive and negative feedback on specific practices/strategies. Professional discourse during collaborative planning provides specific advice for tackling challenges or tasks. Monthly School Advisory Council meetings encompasses all stakeholders. SAC members discuss goals outlined in the SIP and efficacy of action steps to address needs.

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))

Leadership Team, grade-level and faculty meetings provide a forum for teachers to discuss areas of concern and offer viable solutions for any problems stakeholders may encounter. During collaborative planning sessions, School Leadership Team will modify action steps to address identified academic deficiencies. Tiered/differentiated instruction will provide personalized instruction to remediate or enrich learners abilities to become proficient with grade level standards.

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	95%
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: B

*2022-23 school grades will serve as an informational baseline.	2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	2	8	9	6	3	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	8	16	2	1	0	0	0	27
Course failure in Math	0	0	7	11	4	2	0	0	0	24
Level 1 on statewide ELA assessment	0	0	0	7	6	4	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	4	5	5	0	0	0	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	23	23	7	5	0	0	0	67

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	6	13	5	3	0	0	0	27

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	7	0	0	0	0	0	7
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	11	5	10	8	4	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	8	4	9	0	0	0	28
Course failure in Math	0	0	8	7	0	11	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	7	8	25	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	7	7	28	0	0	0	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	8	15	8	26	0	0	0	57

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	0	0	7	7	25	0	0	0	39

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	11	5	10	8	4	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	8	4	9	0	0	0	28
Course failure in Math	0	0	8	7	0	11	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	7	8	25	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	7	7	28	0	0	0	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	8	15	8	26	0	0	0	57

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	0	0	7	7	25	0	0	0	39

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	61	60	53	55	62	56	39		
ELA Learning Gains				64			53		
ELA Lowest 25th Percentile				49			57		
Math Achievement*	74	66	59	64	58	50	45		
Math Learning Gains				78			30		
Math Lowest 25th Percentile				72			33		
Science Achievement*	54	58	54	46	64	59	49		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	64	63	59	53			79		

* 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	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	313
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	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	481
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	47			
ELL	53			
AMI				
ASN				
BLK	64			
HSP	54			
MUL				
PAC				
WHT	96			

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%
FRL	58			

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	47			
ELL	56			
AMI				
ASN				
BLK	59			
HSP	62			
MUL				
PAC				
WHT	77			
FRL	59			

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	61			74			54					64
SWD	38			56							2	
ELL	55			64			30				5	64
AMI												
ASN												
BLK	60			74			53				5	65
HSP	53			65			50				5	61
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	91			100							2	
FRL	55			71			47				5	64

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	55	64	49	64	78	72	46					53
SWD	29	48	45	39	76	64	27					
ELL	45	63	42	54	68	64	56					53
AMI												
ASN												
BLK	52	65	52	64	80	73	44					45
HSP	59	60		59	71		57					63
MUL												
PAC												
WHT	77			77								
FRL	51	62	49	61	77	73	44					53

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	39	53	57	45	30	33	49					79
SWD	19	42		28	23							58
ELL	38	69	71	37	34	36	43					79
AMI												
ASN												
BLK	35	46	50	45	29	33	41					75
HSP	40	75		38	29		58					86
MUL												
PAC												
WHT	76			65								
FRL	35	54	57	41	28	33	40					77

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	47%	56%	-9%	54%	-7%
04	2023 - Spring	76%	58%	18%	58%	18%
03	2023 - Spring	54%	52%	2%	50%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	68%	63%	5%	59%	9%
04	2023 - Spring	91%	64%	27%	61%	30%
05	2023 - Spring	66%	58%	8%	55%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	50%	-2%	51%	-3%

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.

When comparing 5th grade student data from the 2021-2022 school year to the 2022-2023 school year, there was an 8 percentage point increase (46% to 54%) of students scoring proficiency on the Statewide Science Assessment (SSA).

Further data disaggregation of students results from the 2023 FAST PM3 administration, revealed ELA and Mathematics proficiency surpassed Science proficiency. This contributes to the need to strengthen the incorporation of explicit instruction of Tier 3 content specific vocabulary and student – centered inquiry-based labs in grades Pre-Kindergarten through 4th grade.

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

Phyllis Ruth Miller Elementary did not experience a decline of proficiency in any area. However, ELA proficiency demonstrated the least increase of percentage points (6) when comparing data from the 2021-2022 school year to the 2022-2023 school year (55% to 61%).

Contributing factors to this performance include a lack of foundational literary skills with students in the primary grades.

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 student data demonstrated the greatest gap when compared to the state average. 52.3% of PRMES students scored proficient as opposed to 54% of state average. Contributing factors to this performance include a lack of students' ability to dissect complex vocabulary and comprehend details across multiple sources of text.

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

When comparing 5th grade student data from the 2021-2022 school year to the 2022-2023 school year, there was an 12 percentage point increase (64% to 76%) of students scoring proficiency on the administration of the Mathematics FAST PM3. The institution of the school-wide Math Lab aligned with mathematics interventions strengthened students' retention of concepts taught.

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

Students accruing 11 or more absences decreased 7 percentage points when comparing the 2021-2022 school year with the 2022-2023 school year. However, student truancy continues to be an factor of grave concern. If students are not present, they can't learn concepts needed to become proficient in their respective grade levels.

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

Based on 2022-2023 data, the highest priority for school improvement is sustaining student proficiency while ensuring all learners attain a year's worth of academic growth in ELA and Mathematics for the upcoming 2023-2024 school year.

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

According to the 2023 FAST proficiency data, 56% of the 3rd-grade students are proficient in English Language Arts, 77% of the 4th-grade students are proficient in English Language Arts, 52% of the 5th grade students are proficient in English Language Arts. Based on cohort trend data, weekly collaborative planning has been proven to be effective due to an increase of students attaining English Language Arts proficiency from the previous 2021-2022 school year. The master schedule will continue to allot for weekly collaborative planning sessions to support academic achievement.

Measurable Outcome:

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

With the implementation of weekly collaborative planning sessions, an additional 5% of students in grades 3-5 will score at grade level or above in the area of English Language Arts by 2023-2024 on the FAST state assessment.

Monitoring:

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

Administration and the leadership team members will monitor collaborative planning by attending meetings on a weekly basis. Administration will provide constructive feedback. The effectiveness of collaborative planning sessions will be evidence by the increase of students scoring proficiency on District ELA assessments.

Person responsible for monitoring outcome:

Kisa Humphrey (kdhump@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 Collaborative Planning, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Collaborative Planning primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement.

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. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

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.

Beginning August 17, 2023 through September 29, 2023, teacher leaders will attend District & school site professional development to build instructional efficacy and capacity. Administration will meet with the Leadership Team to review collaborative planning times and delineate responsibilities and expectations of weekly meetings. Teacher leaders will present knowledge gained to peers during the collaborative planning sessions. As a result, student academic achievement will increase.

Person Responsible: Kisa Humphrey (kdhump@dadeschools.net)

By When: Thursday, August 31, 2023

During grade level/department collaborative planning sessions, administration and instructional staff will analyze student data from progress monitoring assessments to prioritize academic need. Between August 17, 2023 to September 29, 2023, professional dialogue during instructional planning sessions will focus on ELA standards demonstrating the least percentage of learner proficiency. Teachers will share best practices, discuss pacing, create instructional focus calendars in order to deliver student-centered instruction. As a result, student academic achievement will increase.

Person Responsible: Kisa Humphrey (kdhump@dadeschools.net)

By When: Tuesday, September 26, 2023

The Leadership Team will meet to discuss the progress on Standard-Based Collaborative Planning and provide feedback based on the effectiveness as evident through diagnostic and formative assessment student data in the areas of English Language Arts. As a result, student academic achievement will increase.

Person Responsible: Kisa Humphrey (kdhump@dadeschools.net)

By When: Thursday, September 28, 2023

#2. 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.

During the 2022-2023 school year, students accruing 11 absences or more decreased by 7 percentage points (42% to 35%) from the previous 2021-2022 school year. When comparing data from the 2021-2022 school year to the 2022-2023 school year, Power BI data reveals an increase of 7 percentage points (57% to 64%) in students accruing less than 10 absences. Students must be present in class to learn.

Measurable Outcome:

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

If we successfully implement Targeted Elements of Early Warning System , then students accruing 11 or more absences will continue to decrease by 5 percentage points (35% to 30%) by June 2024.

Monitoring:

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

The Attendance Review Committee (ARC) will be established to monitor students' attendance and intervene, when 5 absences are accrued. Stakeholders will institute additional celebratory events to recognize students attaining perfect attendance monthly.

Person responsible for monitoring outcome:

Claribel Garcia (claribelgarcia@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.)

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies, as well as incentives for students with perfect attendance. As a result, students' truant behavior will decrease.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Response to Early Warning Systems (EWS) is a systematic plan initiated at the school site to identify students who exhibit problem behaviors or academic deficiencies. District and/or community services are tailored to support individual learners and their families to increase student achievement. As a result, students' truant behavior will decrease.

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.

Administration will establish the Attendance Review Committee ARC. As a result, students' truant behavior will decrease.

Person Responsible: Claribel Garcia (claribelgarcia@dadeschools.net)

By When: Monday, August 28, 2023

Administration will identify individuals with history of truant behavior and compare with current attendance for the school year. ARC team will outline expectations of the Attendance Review Committee. As a result, students' truant behavior will decrease.

Person Responsible: Claribel Garcia (claribelgarcia@dadeschools.net)

By When: Thursday, August 31, 2023

ARC Team will meet to address any students exhibiting at-risk attendance patterns with no indication of corrective behavior. After the 1st grading period, the Leadership Team will monitor and chart student attendance through various automated systems. M-DCPS social worker will conduct home visits for students accruing 11 or more unexcused absences. Students obtaining perfect attendance will be publicly recognized during various school-wide forums. As a result, students' truant behavior will decrease.

Person Responsible: Claribel Garcia (claribelgarcia@dadeschools.net)

By When: Thursday, September 28, 2023

#3. 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.

When comparing 5th grade student data from the 2021-2022 school year to the 2022-2023 school year, there was an 8 percentage point increase (46% to 54%) of students scoring proficiency on the Statewide Science Assessment (SSA).

Measurable Outcome:

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

With the implementation of weekly inquiry-based Science Labs in grades 2-5, an additional 5% of students in grade 5 will score at grade level (Level 3) or above in the area of Science by 2023-2024 on the statewide assessment.

Monitoring:

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

Administration and the Leadership Team members will monitor implementation of inquiry-based Science labs and analyze students' data results of District Science Baseline and Topic Assessments during collaborative planning.

Person responsible for monitoring outcome:

Kisa Humphrey (kdhump@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.)

Academic Vocabulary Instruction will be incorporated through a variety of instructional modalities (visual stimuli, interactive journals, hands on exploration and experiments, etc.) for learners in grades 2-5 to incorporate/reinforce content-specific terms associated with Science academic dialogue annually with progressive cohorts of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There is a need to strengthen the incorporation of explicit instruction of Tier 3 content specific vocabulary and student – centered inquiry-based labs in grades Pre-Kindergarten through 4th grade.

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.

Analyze student results from the administration of the District Baseline/Pre-test Science Assessment. Administration & Instructional staff will prioritize standards with content specific vocabulary exhibiting the least proficiency. An Instructional Focus Calendar will be created to systematically address standards & vocabulary identified. As a result, student academic achievement will increase.

Person Responsible: Kisa Humphrey (kdhump@dadeschools.net)

By When: Thursday, September 7, 2023

Instructional Focus Calendars will guide delivery of instruction during Science block & lab to address the greatest need. As a result, student academic achievement will increase.

Person Responsible: Kisa Humphrey (kdhump@dadeschools.net)

By When: Thursday, September 21, 2023

Monitoring of students' results from District Quarterly & Science Topic Assessments will drive dialogue in common planning; future instruction and creation of Instructional Focus Calendars. As a result, student academic achievement will increase.

Person Responsible: Kisa Humphrey (kdhump@dadeschools.net)

By When: Thursday, September 28, 2023

#4. ESSA Subgroup specifically relating to English Language Learners

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.

When analyzing subgroup data results from the 2023 administration of the FAST/SSA, less than 41% of 5th grade students' identified as Hispanic/English Language Learners (ELL) scored proficient (Level 3 or above) on the SSA. Thirty-one percent of "Hispanic" students & 21% of "ELL" students scored a Level 3 or above on the SSA.

Measurable Outcome:

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

With the implementation of Academic Vocabulary Instruction and weekly inquiry-based Science Labs n grades 2-5, an additional 5% of 5th grade students identified as "Hispanic/ELL" will score at grade level (Level 3) or above in the area of Science by 2023-2024 on the statewide assessment.

Monitoring:

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

Administration and the Leadership Team members will monitor implementation of content specific vocabulary instruction & inquiry-based Science labs with disaggregation of students' data results from the District Science Baseline and Topic Assessments during collaborative planning to determine efficacy of efforts.

Person responsible for monitoring outcome:

Kisa Humphrey (kdhump@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.)

English Language Learner strategies will be implemented during Science instruction to assist them with English language acquisition. Incorporation of videos, visual aids, hands-on experiments, manipulatives and real-world artifacts will aide in the retention of Science terminology and concepts.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There is a need to strengthen the incorporation of explicit instruction of Tier 3 content specific vocabulary and student – centered inquiry-based labs especially with students who are non-proficient with acquiring the English Language.

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.

Analyze student results from the administration of the District Baseline/Pre-test Science Assessment. Administration & Instructional staff will prioritize standards with content specific vocabulary exhibiting the

least proficiency. An Instructional Focus Calendar will be created to systematically address standards & vocabulary identified. As a result, student academic achievement will increase.

Person Responsible: Kisa Humphrey (kdhump@dadeschools.net)

By When: Thursday, September 7, 2023

Instructional Focus Calendars will guide delivery of instruction during Science block & lab to address the greatest need. ESOL Compliance Liaison will support homerooms with planning, modeling & small group instruction to support students identified as ELL Levels 1-2. As a result, student academic achievement will increase.

Person Responsible: Kisa Humphrey (kdhump@dadeschools.net)

By When: Thursday, September 21, 2023

Monitoring of "Hispanic/ELL" students' results from District Quarterly & Science Topic Assessments will drive dialogue in common planning; future instruction and creation of Instructional Focus Calendars. As a result, student academic achievement will increase.

Person Responsible: Kisa Humphrey (kdhump@dadeschools.net)

By When: Thursday, September 28, 2023

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 FAST proficiency data, 61% of the Kindergarten students were proficient in English Language Arts, 54% of the 1st-grade students were proficient in English Language Arts, 53% of the 2nd grade students were proficient in English Language Arts. Based on cohort trend data, teachers used Data Driven instruction to deliver personalized skill-based lessons to meet student's needs according to the BEST standards.

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

According to the 2023 FAST proficiency data, 56% of the 3rd-grade students were proficient in English Language Arts, 77% of the 4th-grade students were proficient in English Language Arts, 52% of the 5th grade students were proficient in English Language Arts. Based on cohort trend data, teachers used

Data Driven instruction to deliver personalized skill-based lessons to meet student's needs according to the BEST standards.

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 Data Driven Instruction, then our ELA student proficiency in grades KG-2 will increase by 5% from the previous school year when analyzing student results from the 2024 FAST State Assessments.

Grades 3-5 Measurable Outcomes

If we successfully implement Data Driven Instruction, then our ELA student proficiency in grades 3-5 will increase by 5% from the previous school year when analyzing student results from the 2024 FAST State Assessments.

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.

Administration and the Leadership Team members will monitor Data Driven Instruction in English Language Arts by attending bi-weekly common planning sessions to dissect data from formative assessments after the prescribed by the District's core series.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Humphrey, Kisa, pr3431@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?

Data-Driven Instruction is a systematic academic based practice that utilizes quantitative and qualitative student data to drive instructional planning, delivery, interventions and/or enrichment activities. Consistent analysis of formative and summative assessment results, coupled with strategic educational actions are designed to address student’s needs.

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?

Data- Driven Instruction uses data to inform teachers on specific standards that need targeting throughout the year to address students' needs and in return show growth over time.

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
On Monday, August 14, 2023, The School Leadership Team will provide guidance on analyzing FAST PM1 and formative assessment student data to strategically identify learners in need of remediation or enrichment. As a result, student academic achievement will increase.	Humphrey, Kisa, pr3431@dadeschools.net
Based on target areas of deficiency, least proficient learners will receive additional instruction through interventions and extended learning opportunities. As a result, student academic achievement will increase.	Humphrey, Kisa, pr3431@dadeschools.net
Based on identified areas of growth, learners will receive skill-based lessons to strengthen application with selected standards through enrichment activities. As a result, student academic achievement will increase.	Humphrey, Kisa, pr3431@dadeschools.net
On September 29, 2023, instructional staff and administration will participate in data chats to disaggregate students' recent assessment results to derive personalized lessons for future instruction to address standards exhibiting the weakest proficiency. As a result, student academic achievement will increase.	

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.

Phyllis R. Miller Elementary School is a Title I School with a majority of Economically Disadvantaged population of students. To promote parental involvement, the school sites hosts multiple events throughout the school year to provide information and address the needs of all stakeholders. Parent meetings, curriculum-specific events and school wide initiatives promote citizenship and increase academic achievement.

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))

Meet with Leadership team to establish dates for school wide activities that will promote intrinsic motivation to increase student self efficacy. Facilitate school-wide events with appropriate stakeholders.

Stakeholders will participate in SAC meetings to gain viewpoints on existing systems and recommendations of needed modification.

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 instructional staff will participate in data chats to analyze comparative student data from formative assessments and assess whether goals are being met to modify future instruction and initiatives. Continue to build instructional staff capacity through teacher leaders who attend the ICADS ELA and Math professional development. Teacher leaders will present knowledge gained to grade level/ department during collaborative planning sessions. Instructional staff will provide tiered instruction to selected students in addition to the instructional block. Administration will monitor efforts to ensure alignment with intended Academic Program goals.

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))

NA

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))

NA

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))

NA

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).

NA

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))

NA

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))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$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