

Miami-Dade County Public Schools

Coconut Palm K 8 Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Coconut Palm K 8 Academy

24400 SW 124TH AVE, Homestead, FL 33032

<http://coconutpalm.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.

In collaboration with parents, students and the community, Coconut Palm K-8 Academy will provide a safe, supportive environment with a variety of educational opportunities designed to empower students to be self-directed learners who attain the knowledge, skills, and character necessary to become confident, responsible, contributing members of our changing and global society.

Provide the school's vision statement.

Coconut Palm K-8 Academy will provide a learning environment that encourages and expects academic success, personal growth, and responsible citizenship by establishing rigorous instruction, challenging academic standards, and immersion into the magnet programs in order to prepare students for success in their secondary school of choice.

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
Pena, Jose	Principal	The principal plans, organizes, administers, and directs all activities and functions at the school, which are essential to the operation of an effective and efficient instructional environment that provides maximum opportunity for student growth.
Alonso, Megan	Instructional Coach	The Instructional Coach directs instructional services related to improving and supporting kindergarten through fifth grade literacy instruction at the school. The Instructional Coach coordinates collaborative planning to support the development of rigorous standard-based lessons and utilizes the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Camargo, Jenny	Instructional Coach	The Instructional Coach directs instructional services related to improving and supporting sixth through eighth grade literacy instruction at the school. The Instructional Coach coordinates collaborative planning to support the development of rigorous standard-based lessons and utilizes the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Fabian, Charnita	Other	The school assessment coordinator, or test chairperson, is responsible for organizing and monitoring testing programs at the school level in accordance with the procedures outlined for each program.
Bruno, Frideline	Assistant Principal	Supports the principal in planning, organizing, administering, and directing all activities and functions at the school, which are essential to the operation of an effective and efficient instructional environment that provides maximum opportunity for student growth.
Nova-Marsh, Margarita	Assistant Principal	Supports the principal in planning, organizing, administering, and directing all activities and functions at the school, which are essential to the operation of an effective and efficient instructional environment that provides maximum opportunity for student growth.
Cortright, Chelsea	Instructional Coach	The Instructional Coach directs instructional services related to improving and supporting kindergarten through eighth grade mathematics instruction at the school. The Instructional Coach coordinates collaborative planning to support the development of rigorous standard-based lessons and utilizes the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.

Stakeholder Involvement and SIP Development

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

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

Stakeholders including the school leadership team, teachers and school staff, parents, students and families, and business or community leaders will participate in the SIP development process through Educational Excellence School Advisory Council (EESAC) meetings for review and approval. Our students with disabilities (SWDs) are our ESSA subgroup, particularly due to inadequate Exceptional Student Education (ESE) staffing in the 2021-2022 school year. We conducted thorough data analysis to prioritize areas for improvement in the 2023-2024 school year.

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))

Classroom walkthroughs, student progress monitoring, collaborative planning agendas, and staff feedback will be used to monitor the SIP. The Leadership Team will share and discuss data at Leadership meetings on a biweekly basis. The Leadership Team will make adjustments in areas of regression or stagnation.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	41	29	42	24	29	25	35	26	251
One or more suspensions	0	0	1	4	2	6	12	19	11	55
Course failure in English Language Arts (ELA)	0	6	20	32	11	12	4	14	9	108
Course failure in Math	0	5	12	24	10	5	9	16	18	99
Level 1 on statewide ELA assessment	0	0	0	24	41	60	54	79	52	310
Level 1 on statewide Math assessment	0	0	0	16	37	62	47	66	37	265
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	43	47	73	51	68	71	118	80	552

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	13	27	63	62	55	84	59	31	394

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	2	6	8	23	0	0	0	1	0	40
Students retained two or more times	0	0	3	8	2	8	3	13	8	45

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	54	52	51	30	37	62	60	45	391	
One or more suspensions	0	0	0	0	0	8	24	48	28	108	
Course failure in ELA	0	9	36	28	8	5	21	64	5	176	
Course failure in Math	0	5	20	9	8	8	23	41	17	131	
Level 1 on statewide ELA assessment	0	0	0	19	32	54	52	55	68	280	
Level 1 on statewide Math assessment	0	0	0	13	29	58	77	74	66	317	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	45	49	44	54	65	81	69	416	

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	11	32	33	36	53	72	87	72	396

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	14	19	22	1	2	3	22	0	83
Students retained two or more times	0	0	2	8	11	4	16	20	9	70

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	39	30	38	35	29	27	45	28	20	291	
One or more suspensions	0	0	4	3	6	14	22	14	9	72	
Course failure in ELA	0	20	25	36	11	3	15	11	8	129	
Course failure in Math	0	12	24	23	3	6	18	23	3	112	
Level 1 on statewide ELA assessment	0	0	1	69	66	62	91	60	49	398	
Level 1 on statewide Math assessment	0	0	1	58	67	53	76	49	34	338	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	44	50	66	83	79	77	137	99	84	719	

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	13	27	63	62	55	84	59	31	394

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	5	8	25	0	0	0	1	0	40
Students retained two or more times	0	0	3	11	9	4	12	11	5	55

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*	39	61	53	38	62	55	32		
ELA Learning Gains				53			38		
ELA Lowest 25th Percentile				49			35		
Math Achievement*	39	63	55	41	51	42	28		
Math Learning Gains				66			26		
Math Lowest 25th Percentile				64			34		
Science Achievement*	43	56	52	41	60	54	30		
Social Studies Achievement*	72	77	68	65	68	59	57		
Middle School Acceleration	74	75	70	87	61	51	43		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	57	62	55	54	75	70	39		

* 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)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	354
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	4	
ELL	36	Yes	1	
AMI				
ASN				
BLK	46			
HSP	53			
MUL				
PAC				
WHT	41			

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	47			

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	33	Yes	3	
ELL	43			
AMI				
ASN				
BLK	51			
HSP	59			
MUL	64			
PAC				
WHT	46			
FRL	56			

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	39			39			43	72	74			57
SWD	23			23			24	55			6	60
ELL	28			37			20	60			6	57
AMI												
ASN												
BLK	31			30			39	74	75		6	
HSP	44			45			45	71	76		7	57
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	41			41							2	
FRL	37			37			41	71	72		7	44

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	38	53	49	41	66	64	41	65	87			54
SWD	22	33	33	19	46	48	22	44				
ELL	26	46	38	34	58	58	16	57				54
AMI												
ASN												
BLK	29	53	54	31	64	67	33	52	75			
HSP	43	52	48	48	68	62	46	75	90			56
MUL	73			55								
PAC												
WHT	33	53		38	59							
FRL	38	53	49	41	66	64	41	67	88			52

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	32	38	35	28	26	34	30	57	43			39
SWD	19	34	35	19	30	36	24	26				27
ELL	26	41	36	25	27	48	31	48	40			39
AMI												
ASN												
BLK	25	32	31	21	25	27	20	56	46			
HSP	35	41	38	32	27	40	32	57	41			42
MUL												
PAC												
WHT	50	53		23	20							
FRL	31	38	35	27	25	33	29	55	38			38

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	31%	56%	-25%	54%	-23%
07	2023 - Spring	37%	50%	-13%	47%	-10%
08	2023 - Spring	42%	51%	-9%	47%	-5%
04	2023 - Spring	33%	58%	-25%	58%	-25%
06	2023 - Spring	31%	50%	-19%	47%	-16%
03	2023 - Spring	30%	52%	-22%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	36%	58%	-22%	54%	-18%
07	2023 - Spring	23%	48%	-25%	48%	-25%
03	2023 - Spring	37%	63%	-26%	59%	-22%
04	2023 - Spring	31%	64%	-33%	61%	-30%
08	2023 - Spring	51%	59%	-8%	55%	-4%
05	2023 - Spring	35%	58%	-23%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	30%	40%	-10%	44%	-14%
05	2023 - Spring	33%	50%	-17%	51%	-18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	56%	20%	50%	26%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	68%	-5%	66%	-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.

Seventh grade math showed the lowest performance with 25% proficiency on PM3. Various factors contributed to the low seventh grade math proficiency, but the teacher was the key factor. Many changes in middle school math teaching assignments affected the team. Additionally, due to instructional vacancies, the math instructional coach spent much of the school year in the classroom covering open schedules. There is a change in teaching assignment that is taking place as well. This impacted instructional support.

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

Fifth grade reading showed the greatest decline from the prior year, losing 11 percentage points from 46% proficient in 21-22 to 35% proficient in 22-23. Instability and open teaching positions contributed to this decline. Out of three fifth grade reading/ELA positions, two sections each, only one was filled consistently for the whole year. One position affecting two sections had instability due to turnover and the upper academy instructional reading coach covered the second open position. Additionally, the lower academy reading instructional coach spent most of the school year covering open positions as well. This impacted instructional support.

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 greatest gap falls within the fourth grade math group with a 27 percentage point gap and 4th grade reading with a 26 percentage point gap. The largest contributing factor was an open teaching vacancy all year long in fourth grade. Instructional coaches covered this position; this impacted instructional support. Large class sizes due to the vacancy also contributed to this gap. This vacancy impacted a crucial group of students that did not perform well on the assessment. On the positive side, the largest overall data component differential is a positive one, in that of Biology, as the school outperformed the state average by 37 percentage points.

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

Seventh grade reading showed the most improvement from the prior year, gaining 21 percentage points from 26% proficient in 21-22 to 47% proficient in 22-23. The seventh grade ELA teacher went on leave for a sizeable portion of the school year leading up to testing in the 21-22 school year, while she remained consistently present and engaged in teaching for the entirety of the 22-23 school year. The improvement in data reflects this consistent teacher presence, which positively impacted instructional delivery, the learning environment, and student engagement.

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

A potential area of concern relates to disciplinary action. Based on the the SIP Early Warning Indicator (EWI) report on PowerBI, 6% of our students received one referral and 5% of our students received two or more referrals. Another potential area of concern relates to attendance. Twenty-six percent of our students missed 16-30 days of school, while only 20% of students in our District missed 16-30 days of school. Additionally, only 23% of our students missed 0-5 days of school, while 30% of students in our District missed 0-5 days of school.

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

We are ranking priorities as follows: 1-reading, 2- math, 3- culture specifically related to teacher retention and recruitment, 4- ESSA (SWD), 5- culture specifically relating to school-wide classroom management and systems of support.

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 Math**Area of Focus Description and Rationale:**

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

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

We will implement the targeted element of math. According to 2022-2023 FAST data, 42% of third through eighth grade students achieved proficiency, with only 25% math proficiency in seventh grade and 34% proficiency in fourth grade. Based on the data and the identified Contributing Factors from Contributing Factors and Evidence Review indicating a lack of consistent teachers in these grade levels and subject areas, along with inconsistent framework utilization, we will implement Establishing and Implementing Instructional Frameworks in order to effectively utilize instructional time to support student achievement.

Measurable Outcome:

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

The expected outcome as a result of implementing this intervention is a three percentage point increase in the number of third through eighth grade students achieving proficiency in math on the 2023-2024 state assessment.

Monitoring:

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

Mr. Peña, Principal, and Ms. Bruno, Assistant Principal, will conduct classroom walkthroughs on a bi-weekly basis to monitor and observe effective implementation of Establishing and Implementing Instructional Frameworks. Administrators will review math lesson plans for indication of utilization of Establishing and Implementing Instructional Frameworks. Teachers and administrators will engage in data chats following each FAST administration to ensure students are progressing. Walkthrough and FAST data will be discussed during Leadership Team Meetings to ensure students are working towards proficiency and to identify support needs in terms of Establishing and Implementing Instructional Frameworks.

Person responsible for monitoring outcome:

Jose Pena (josepena@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 math, our school will focus on the Evidence Based Intervention of: Establishing and Implementing Frameworks. This intervention is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: an opening routine, whole group, small group, and closing activity that promotes bell-to-bell instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Establishing and Implementing Instructional Frameworks in mathematics will contribute to overall school improvement aligned to our data findings by ensuring we maximize effective use of instructional time to include opening activities, student-centered learning and teacher facilitation throughout whole group instruction at the elementary level and the Gradual Release of Responsibility at the middle school level, differentiated instruction, and a standards-aligned exit ticket. We drilled down to this specific intervention because observational data indicated math teachers did not consistently implement all components of the mathematics instructional framework throughout the 2022-2023 academic year. The expected outcome as

a result of implementing this intervention is a three percentage point increase in the number of third through eighth grade students achieving proficiency in math on the 2023-2024 state assessments.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14 - 9/29/23: Provide formal and informal Professional Development for teachers on effective implementation of instructional frameworks aligned to mathematics instruction. As a result, teachers will develop lessons in alignment with the mathematics instructional framework.

Person Responsible: Chelsea Cortright (319774@dadeschools.net)

By When: 9/29/23

8/14 - 9/29/23: Teachers will attend weekly collaborative planning meetings to share best practices aligned to the instructional framework. Teachers and the instructional coach will share opening routines, whole group instructional strategies, and differentiated instruction resources and strategies.

Person Responsible: Chelsea Cortright (319774@dadeschools.net)

By When: 9/29/23

8/14 - 9/29/23: Through collaborative planning, teachers will develop mathematics lesson plans that align with the instructional framework. As a result, teachers will pace instruction to include all components of the instructional framework.

Person Responsible: Chelsea Cortright (319774@dadeschools.net)

By When: 9/29/23

#2. ESSA Subgroup specifically relating to Students with Disabilities

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.

We will implement the targeted element of Students with Disabilities to target instruction to close learning gaps and increase student achievement for students in this subgroup. According to 2022-2023 FAST data, 21% of third through eighth grade Students with Disabilities (SWDs) achieved reading proficiency, 23% of third through eighth grade Students with Disabilities (SWDs) achieved math proficiency, and 24% of third through eighth grade Students with Disabilities (SWDs) achieved science proficiency. Based on the data and the identified Contributing Factors from Contributing Factors and Evidence Review indicating inconsistent data monitoring and differentiated instruction, we will implement Data-Driven Instruction to target instruction to close learning gaps and increase student achievement.

Measurable Outcome:

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

The expected outcome as a result of implementing this intervention is a five percentage point increase in the number of third through eighth grade Students with Disabilities demonstrating proficiency in reading, math, and science by the 2023-2024 state assessment by June 2024.

Monitoring:

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

Mr. Peña, Principal, Ms. Bruno, Assistant Principal, and Ms. Nova-Marsh, Assistant Principal, will conduct classroom walkthroughs with an added focus on resource and inclusion classes on a bi-weekly basis to monitor and observe effective implementation of data collection and Data-Driven Instruction. Administrators will review lesson plans for indication of Data-Driven Instruction. Teachers and administrators will engage in data chats following each FAST and/or i-Ready administration to ensure students are progressing. The instructional coaches will develop and maintain data spreadsheets with a specific focus on Students with Disabilities. Walkthrough and progress monitoring data will be discussed during Leadership Team Meetings to ensure students are working towards proficiency and to identify support needs in terms of planning for and implementing Data-Driven Instruction.

Person responsible for monitoring outcome:

Jose Pena (josepena@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.)

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, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-Driven Instruction for all students, but particularly Students with Disabilities (SWDs) will contribute to overall school improvement aligned to our data findings by ensuring we closely monitor SWD progress to analyze real-time student achievement and needs to devise and implement plans to progress students to grade-level achievement. We drilled down to this specific intervention because observational data indicated all teachers did not consistently monitor and utilize SWD data throughout the 2022-2023 academic year. The expected outcome as a result of implementing this intervention is a five percentage

point increase in the number of third through eighth grade Students with Disabilities demonstrating proficiency in reading, math, and science.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14 - 9/15/23: ELA K-5 Instructional Coach will provide teachers with 2022-2023 data for their current students and will support teachers in analyzing 2022-2023 data with an added focus on students with disabilities and their respective accommodations for their current students to identify targeted needs.

Person Responsible: Megan Alonso (alonso.m@dadeschools.net)

By When: 9/29/23

8/14 - 9/15/23: Math K-5 Instructional Coach will provide teachers with 2022-2023 data for their current students and will support teachers in analyzing 2022-2023 data with an added focus on students with disabilities and their respective accommodations for their current students to identify targeted needs.

Person Responsible: Chelsea Cortright (319774@dadeschools.net)

By When: 9/29/23

8/14 - 9/15/23: Literacy 6-8 Instructional Coach will provide teachers with 2022-2023 data for their current students and will support teachers in analyzing 2022-2023 data with an added focus on students with disabilities and their respective accommodations for their current students to identify targeted needs.

Person Responsible: Jenny Camargo (302484@dadeschools.net)

By When: 9/29/23

8/14 - 9/29/23: Instructional coaches will support teachers in selecting data-driven differentiated instruction (DI) resources for students with disabilities to support student achievement.

Person Responsible: Megan Alonso (alonso.m@dadeschools.net)

By When: 9/29/23

8/14 - 9/29/23: Instructional coaches will support teachers in selecting data-driven differentiated instruction (DI) resources for students with disabilities to support student achievement.

Person Responsible: Chelsea Cortright (319774@dadeschools.net)

By When: 9/29/23

8/14 - 9/29/23: Instructional coaches will support teachers in selecting data-driven differentiated instruction (DI) resources for students with disabilities to support student achievement.

Person Responsible: Jenny Camargo (302484@dadeschools.net)

By When: 9/29/23

9/11/23 - 9/29/23: ELA K-5 Instructional Coach will develop a progress monitoring data spreadsheet intended to monitor Students with Disabilities. This data will be shared at the weekly Coach Meeting with administration, as well as during collaborative planning with teachers.

Person Responsible: Megan Alonso (alonso.m@dadeschools.net)

By When: 9/29/23

9/11/23 - 9/29/23: Math K-5 Instructional Coach will develop a progress monitoring data spreadsheet intended to monitor Students with Disabilities. This data will be shared at the weekly Coach Meeting administration, as well as during collaborative planning with teachers.

Person Responsible: Chelsea Cortright (319774@dadeschools.net)

By When: 9/29/23

9/11/23 - 9/29/23: Literacy 6-8 Instructional Coach will develop a progress monitoring data spreadsheet intended to monitor Students with Disabilities. This data will be shared at the weekly Coach Meeting with administration, as well as during collaborative planning with teachers.

Person Responsible: Jenny Camargo (302484@dadeschools.net)

By When: 9/29/23

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

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

We will implement the targeted element of Teacher Retention and Recruitment in order to build relationships and staff morale. According to 2022-2023 School Climate Survey, only 26% of instructional respondents reported that staff morale is high at the school. Based on the Contributing Factors and Evidence Review, indicating a greater need for increased teacher support and team-building, we will implement Team Building Activities in order to build relationships and improve staff morale.

Measurable Outcome:

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

With the Evidence-Based Strategy, Team Building Activities, 50% of instructional staff will report staff morale is high by June 2024 according to the 2023-2024 School Climate Survey.

Monitoring:

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

The School Leadership Team - Mr. Peña, Ms. Bruno, Ms. Nova-Marsh, Ms. Alonso, Ms. Camargo, and Ms. Cortright - will conduct an internal survey at the beginning and middle of the school year in addition to the School Climate Survey to monitor staff morale. Additionally, the School Leadership Team will maintain an open door communication policy and demonstrate an eagerness to build relationships and a willingness to listen to morale feedback to make appropriate adjustments on an ongoing basis throughout the school year.

Person responsible for monitoring outcome:

Jose Pena (josepena@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.)

Team Building Activities is when a leadership team implements ongoing team building and social activities for all school staff.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing Team Building Activities will contribute to overall school improvement aligned to our data findings by ensuring we build colleague relationships to foster a supportive environment made up of team members working towards a common goal to support our students, school, and community. We drilled down to this specific intervention because School Climate Survey results indicated the majority of respondents did not feel morale was high at the school in the 2022-2023 school year. The expected outcome as a result of implementing this intervention is fifty percent of School Climate Survey respondents reporting staff morale is high at the school.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14 - 9/29/23: The Sunshine Club will implement outreach efforts to maintain and recruit new members, particularly those who are new to the school. Outreach efforts include a school culture presentation at the opening of school meeting, email invitations, and a Sunshine Club flyer.

Person Responsible: Megan Alonso (alonso.m@dadeschools.net)

By When: 9/29/23

8/14 - 9/29/23: The Sunshine Club will plan and implement monthly staff social events to build relationships and improve morale, including a welcome gift in September and a Marlins baseball game on September 16th, 2023.

Person Responsible: Megan Alonso (alonso.m@dadeschools.net)

By When: 9/29/23

8/14 - 9/29/23: Administrators will implement "First Fridays" on the first Friday of each month to demonstrate staff appreciation.

Person Responsible: Jose Pena (josepena@dadeschools.net)

By When: 9/29/23

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

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

According to 2022-2023 School Culture data, only 34% of staff survey respondents agreed or strongly agreed with the statement, "Adequate disciplinary measures are used to deal with disruptive behavior." Based on this data, we will implement the targeted element of Early Warning Systems (or other) in order to effectively address disruptive behavior to support student achievement.

Measurable Outcome:

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

The expected outcome as a result of implementing this intervention is fifty percent of school culture survey respondents will indicate that adequate disciplinary measures are used to deal with disruptive behavior by May 2024 according to the 2023-2024 School Climate Survey.

Monitoring:

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

Mr. Peña, Principal, Ms. Bruno, Assistant Principal, and Ms. Nova-Marsh, Assistant Principal, will conduct classroom walkthroughs on a bi-weekly basis to monitor and observe effective implementation of Collective Efficacy including evidence of classroom rules and systems of rewards and consequences. Teachers and administrators will engage in data chats following each FAST and/or i-Ready administration where teachers will also discuss student behavior. Walkthrough data will be discussed during Leadership Team Meetings to ensure students are productively engaged in positive behaviors and to identify support needs in terms of the learning environment.

Person responsible for monitoring outcome:

Jose Pena (josepena@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. In fact, 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.

Collective Efficacy will contribute to overall school improvement aligned to our data findings by ensuring we empower all stakeholders, specifically staff members, to positively impact student behavior and, in turn, student achievement. We drilled down to this specific intervention because survey results indicate disruptive behavior is a problem at our school. The expected outcome as a result of implementing this intervention is fifty percent of school culture survey respondents will indicate that adequate disciplinary measures are used to deal with disruptive behavior on the 2023-2024 School Climate Survey.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14 - 9/15/23: Teachers and coaches will collaborate to develop an effective learning environment that includes clear classroom rules and a clear system of rewards and consequences.

Person Responsible: Jose Pena (josepena@dadeschools.net)

By When: 9/29/23

8/28 - 9/1/23: Administrators will review the school-wide Progressive Discipline Plan with staff members and host Upper Academy Student Discipline Assemblies.

Person Responsible: Frideline Bruno (fbruno@dadeschools.net)

By When: 9/1/23

9/10/23- 9/22/23: Administrators host Elementary Student Discipline Assemblies with a focus on a student-friendly version of the Student Code of Conduct.

Person Responsible: Margarita Nova-Marsh (margaritan@dadeschools.net)

By When: 9/22/23

8/14 - 9/29/23: Teachers will implement classroom rules, systematic classroom rewards and consequences, and follow the school-wide Progressive Discipline Plan and Student Code of Conduct. Feedback will be provided to the teachers as needed.

Person Responsible: Jose Pena (pr3621@dadeschools.net)

By When: 9/29/23

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).

The school reviews school improvement funding allocations and ensures resources are allocated based on needs. As a school, we review data to identify areas in need of improvement and then collaborate with school and District staff to develop plans for improvement. The school utilizes funding allocations and resources to provide extended learning (after school tutoring, Saturday Academy, Winter Break Academy, and Spring Break Academy), tier 3 intervention, instructional coaching support, and supplies to support school improvement. Additionally, we utilize Educational Excellence School Advisory Council (EESAC) and fundraising funds to incentivize student participation and achievement.

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

Based on the data and identified Contributing Factors from Contributing factors and evidence review, including new teachers, teacher-centered instructional delivery, and low incoming student performance, we will implement the Targeted Element of Reading/ELA. According to 2022-2023 Early Literacy and STAR reading data, 66% of kindergarten through second grade students scored below the 40th percentile. Based on the data, we will implement the Gradual Release of Responsibility Model (GRRM). Implementation of the GRRM will support scaffolded, explicit instruction and intentional independent practice, which will support student achievement on state assessments.

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

Based on the data and identified Contributing Factors from Contributing factors and evidence review, including new standards, curriculum-based instructional delivery, and low incoming student performance, we will implement the Targeted Element of Reading/ELA. According to 2022-2023 FAST reading assessment data, 67% of third through fifth grade students scored below level 3. Based on the data, we will implement standards-based collaborative planning. Standards-based collaborative planning will result in targeted lessons that support students in meeting the depth and rigor of state standards to support student achievement.

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 the Gradual Release of Responsibility Model, an additional five percent of the primary (kindergarten through second grade) population will score at grade level or above in ELA by the 2023-2024 state assessment by June 2024.

Grades 3-5 Measurable Outcomes

With the implementation of Standards-Based Collaborative Planning, an additional five percent of the third through fifth grade students will score at grade level or above in ELA by the 2023-2024 state assessment by June 2024.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Members of the Leadership Team, including Mr. Peña, Principal, Ms. Nova-Marsh, Assistant Principal, and Ms. Alonso, Reading Coach, will conduct classroom walkthroughs and conduct quarterly data chats to monitor implementation of the Gradual Release of Responsibility Model (GRRM) at the primary level and Standards-Aligned Collaborative Planning at the intermediate level. Mr. Peña, Principal, and Ms. Nova-Marsh, Assistant Principal, will review lesson plans for evidence of the GRRM at the primary level and evidence of Standards-Aligned Collaborative Planning at the intermediate level. The Administrative Team will also participate in collaborative planning sessions as appropriate.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Pena, Jose, josepena@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?

K-2: The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

3-5: Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its 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. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. 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.

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?

K-2: Implementation of the Gradual Release of Responsibility Model (GRRM) supports explicit instruction with the ultimate goal of achieving the learning target independently. Planning intentionally to support and achieve independent practice will support greater student achievement. Intentionally selecting and assigning independent learning tasks also allows for informal assessment. Informal assessment data from independent learning tasks can help to further guide and target instruction.

3-5: Standards-based collaborative planning is a strategy to help teachers collaborate and support each other, with support of the coach, to plan and develop standards-based lessons. Collaboration is important now more than ever due to the number of new reading teachers joining our school this year. Ensuring that lessons are standards-based further supports teacher and student success in ensuring lessons are focused and meeting the depth and rigor of the demands students will face on the FAST.

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
<p>K-2: Gradual Release of Responsibility Model (GRRM)</p> <ol style="list-style-type: none"> 1. The elementary reading coach will develop and share a collaborative planning schedule. 2. The elementary reading coach will work with teachers to develop collaborative planning norms. 3. The elementary reading coach will share resources related to the GRRM. 4. The elementary reading coach will support teachers in developing lesson plans utilizing the GRRM. 5. The elementary reading coach will model the GRRM for select teachers when appropriate. <p>3-5: Standards-Based Collaborative Planning</p> <ol style="list-style-type: none"> 1. The elementary reading coach will develop and share a collaborative planning schedule. 2. The elementary reading coach will work with teachers to develop collaborative planning norms. 3. The elementary reading coach will share planning cards, the K-5 ELA BEST Handbook, and test design summary with teachers. 4. The elementary reading coach will support teachers in developing standards-based lesson plans. 	<p>Alonso, Megan, alonso.m@dadeschools.net</p>

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.

This SIP will be disseminated to stakeholders, including students, families, school staff and leadership, and local businesses and organizations through faculty meetings, Parent Academy workshops, Educational Excellence School Advisory Council (EESAC) meetings, and our school website at <https://coconutpalmk8.net/>.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission, support the needs of students, and keep parents informed of their child's progress. We will begin doing so with a parent orientation before the first day of school this year. We will also host Open House, parent data nights, community involvement events (such as Trunk or Treat and

WinterFest), and updates on our website, School Messenger, social media platforms, and our school website at <https://coconutpalmk8.net/>.

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 the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. We intend to do this through targeted, standards-based, data-driven instruction, standards-aligned collaborative planning, differentiated instruction, intervention, and extended learning.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination and integration with other Federal, State, and local services, resources and programs. These programs include Project Upstart, school nutrition programs, after school programs, and extended learning programs.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

The school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies are in place to improve students' skills outside the academic subject areas. This includes ensuring our counselors and student services team are available to students and hosting Kindness and Mental Wellness Clubs.

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))

The preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical educator programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school include our magnet programs and partnerships with nearby high schools. Our magnet programs include classes for introductions to agriscience professions and introductions to medical biotechnology professions. Partnerships with nearby high schools include magnet fairs and school tours to help students learn about high school options available to them.

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

Implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services include counselor and student services support. We also host clubs, such as

Kindness Club and Mental Wellness Club in addition to integrated social-emotional learning lessons within classes.

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

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 occur on an ongoing basis throughout the school year. The school facilitates in-house professional development opportunities on District professional development days based on school needs, provides weekly collaborative planning in reading and math, implements mentorship for new teachers, and invites presenters to provide professional development during selected faculty meetings.

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 strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs include a pre-kindergarten class within the school and orientation prior to the first day of school.