

Miami-Dade County Public Schools

North Glade Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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North Glade Elementary School

5000 NW 177TH ST, Miami Gardens, FL 33055

<http://nges.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.

We provide the highest quality education so that all our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Provide the school's vision statement.

North Glade Elementary School is committed to developing all students' full potential and confidence that will enable them to become lifelong learners and productive citizens of society regardless of their background and socioeconomic status.

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
Gonzalez, Judy	Principal	<p>Direct and manage the instructional program and supervise operations and personnel at the campus level.</p> <p>Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, the success of instructional programs, and the operation of all campus activities. Build a common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure the attainment of the school's mission. Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement by celebrating students' and staff success.</p>
Bell, Lisa	Assistant Principal	<p>Assist the school principal in the overall administration of instructional programs and campus-level operations. Coordinate assigned student activities and services. Encourage and support the development of innovative instructional programs, helping teachers pilot such efforts when appropriate. Help plan daily school activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules.</p>
Victor, Seres	Reading Coach	<p>The Reading Coach will support all K-5 staff in the implementation of the site reading plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Reading Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Reading Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.</p>
Sermeno-Garcia, Maria	School Counselor	<p>School counselor works to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, the school counselor creates a school culture of success for all. Individual student academic planning and goal setting. Provides counseling and classroom lessons based on student success standards. Short-term counseling to students and referrals for long-term support in collaboration with families/ teachers/ administrators/community for student success</p>

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 Leadership Team develops and reviews the School Improvement Plan (SIP) with the faculty and with the EESAC members. The faculty and staff provide input based on the 2022-2023 data and the

areas needed for improvement to increase students' achievement. The SIP plan is presented to parents during open house and decisions will be documented in the EESAC minutes for approval.

SIP Monitoring

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

The Leadership Team will monitor the implementation of the School Improvement Plan and the impact on increasing student achievement. Processes that will be used to monitor SIP includes: classroom walkthroughs, data chats, i-Ready and FAST progress monitoring, ELA and Math Topic Assessments, quarterly Science assessments. We will continue to make instructional adjustments to increase student achievement on the state assessments.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	99%
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) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: A 2018-19: A 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	1	9	4	8	2	2	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	1	8	2	3	0	0	0	15
Course failure in Math	0	1	2	5	2	6	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	4	4	11	0	0	0	19
Level 1 on statewide Math assessment	0	0	0	2	3	6	0	0	0	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	18	13	16	5	11	0	0	0	64

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	1	1	1	8	3	10	0	0	0	24

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

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

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	5	5	4	6	1	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	3	4	4	5	0	0	0	19
Course failure in Math	0	3	2	3	4	5	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	4	3	9	0	0	0	16
Level 1 on statewide Math assessment	0	0	0	4	10	10	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	3	6	7	12	0	0	0	32

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	3	3	5	9	10	0	0	0	30

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	1	4	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	1	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	5	5	4	6	1	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	3	3	4	4	5	0	0	0	19
Course failure in Math	0	3	2	3	4	5	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	4	3	9	0	0	0	16
Level 1 on statewide Math assessment	0	0	0	4	10	10	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	3	6	7	12	0	0	0	32

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	3	3	5	9	10	0	0	0	30

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	1	4	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	1	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*	52	60	53	43	62	56	38		
ELA Learning Gains				48			42		
ELA Lowest 25th Percentile				30					
Math Achievement*	47	66	59	44	58	50	33		
Math Learning Gains				69			16		
Math Lowest 25th Percentile				55					
Science Achievement*	26	58	54	29	64	59	15		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	76	63	59	60			62		

** 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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	249
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	378
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	40	Yes	2	
ELL	52			
AMI				
ASN				
BLK	43			
HSP	49			
MUL				
PAC				
WHT				
FRL	40	Yes	1	

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	28	Yes	1	1
ELL	56			
AMI				
ASN				
BLK	43			
HSP	50			
MUL				
PAC				
WHT				
FRL	48			

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	52			47			26					76
SWD	47			33							2	
ELL	43			38							3	76
AMI												
ASN												
BLK	45			40							2	
HSP	52			50			21				5	75
MUL												
PAC												
WHT												
FRL	44			40			17				5	69

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	43	48	30	44	69	55	29					60
SWD	25	14		30	43							
ELL	43	43		52	80							60
AMI												
ASN												
BLK	37	65		33	60		20					
HSP	50	36		50	74		31					58
MUL												
PAC												
WHT												
FRL	43	49	30	43	68	55	29					63

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	38	42		33	16		15					62
SWD	10			11								
ELL	43	36		39	8		15					62
AMI												
ASN												
BLK	32	47		27	13		13					
HSP	45	39		37	18		18					64
MUL												
PAC												
WHT												
FRL	36	40		33	14		13					64

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	41%	56%	-15%	54%	-13%
04	2023 - Spring	50%	58%	-8%	58%	-8%
03	2023 - Spring	40%	52%	-12%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	63%	-10%	59%	-6%
04	2023 - Spring	43%	64%	-21%	61%	-18%
05	2023 - Spring	35%	58%	-23%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	19%	50%	-31%	51%	-32%

III. Planning for Improvement

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

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

The data component that showed the lowest performance was 5th grade science. The contributing factors to last year's low performance are due to the following: the hiring of a novice 5th-grade teacher, the enrollment of 14 ELL students new to the grade level, and the need to enhance building teacher capacity.

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

The data component that showed the greatest decline from the prior year was 5th grade Science. Based on the 2023 NGSSS school science data 31% of 5th grade students were proficient compared to the 2023 NGSSS school data of 27% resulting in a decrease of 4%. The contributing factors were: new teacher in 5th grade who was not an education major, 14 ELL students new to the grade level, and the lack of building capacity in 5th grade.

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 data component that had the greatest gap when compared to the state average was 5th grade Science. Based on the 2023 NGSSS science data 27% of 5th grade students were proficient compared to the state average of 55% resulting in a 28% decrease. The factors that contributed to the gap were: new teacher in 5th grade who was not an education major, 14 new ELL students to the grade level, and the lack of building capacity in 5th grade.

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

The data component that showed the most improvement was 4th grade ELA. Based on the 2023 FAST PM3 data 63% of 4th grade students showed proficiency compared to the FSA 2022 showed 32% of 4th grade students showed proficient resulting 31% increase. The new actions taken included the 3rd grade teacher rolling over with her students to 4th grade, small group intervention classes that provided intense instruction on state standards. The implementation of differentiated instruction to reteach and/or provide enrichment based on the BEST Standards.

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

Based on the EWS data from Part 1 the potential areas of concern are students who are substantially deficient in Reading which are 64 students in grades K-5. Based on this data we will be implementing differentiated instruction and intervention to increase student achievement.

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

The highest priorities for school improvement for the upcoming school year will be to increase 5th grade science scores and the improvement of reading proficiency overall. The focus will be to monitor science labs and the fidelity of science instruction. In reading we will focus on differentiated instruction and effective intervention to support reading across all grade levels. Teachers will attend professional development and common planning to collaborate and plan. Classroom walkthroughs will focus on instructional practices and student engagement.

Area of Focus

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

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

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

According to the 2022-2023 NGSSS Science data, 23% of our 5th grade students were proficient in the NGSSS Science as compared to the state average of 51% . Based on the data and the identified contributing factors such as lack of explicit instruction of science curriculum, lack of building teacher capacity in the last 3 years, we will implement the Targeted Element of data driven instruction to increase student achievement. As an ATSI school the subgroup that's low performing is our Students with Disabilities. We will monitor the explicit instruction during science lessons and labs and use EduSMART to reteach skills needed for student success using the NGSSS standards.

Measurable Outcome:

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

With the implementation of data driven instruction in grades K-5 our science proficiency data will increase by 7% on the 5th grade NGSSS using the following instructional practices such as: implementing hands on experimentations, inquiry based learning, and utilization of critical thinking during science instruction by mid-year science assessment.

Monitoring:

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

The administrative team will conduct regular walk-throughs to ensure explicit instruction is taking place during science lessons. Monitor and track quarterly/topic science assessment data. This data will be analyzed during common planning to ensure students are demonstrating growth through guided instruction.

Person responsible for monitoring outcome:

Lisa Bell (lisabell@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.

Through the use of data-driven instruction we will monitor student data after assessments to determine learning outcomes and identify areas in need of remediation and enrichment, ensuring all students needs are met resulting in an increase on Science Topic Assessments and the 2024 NGSSS assessment.

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.

Administrative team will set expectations for science instruction for the 2023-2024 school year.

Person Responsible: Judy Gonzalez (pr3861@dadeschools.net)

By When: 08/14/2023- 9/29/2023

Monitor instructional planning and delivery of the science curriculum. (lessons and labs)

Person Responsible: Lisa Bell (lisabell@dadeschools.net)

By When: Ongoing

Conduct data chats with teachers after each quarterly/topic assessment to drive instruction for remediation and enrichment of students.

Person Responsible: Judy Gonzalez (pr3861@dadeschools.net)

By When: Ongoing

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

According to the 2022-2023 FAST PM3 data 27% of 5th grade students were proficient in Math as compared to state average of 55%, based on the data and the identified contributing factors of lack of building teacher capacity during the last 3 years and lack of explicit instruction in Math, we will implement the Targeted Element of data driven instruction. As an ATSI school the subgroup that's low performing is our Students with Disabilities. We will provide explicit instruction with the support of our ESE teacher during differentiated instruction to reteach skills needed for student success using the Math BEST standards.

Measurable Outcome:

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

With the implementation of data-driven instruction in our 5th-grade math proficiency data will increase by 15% based on the FAST PM3 data using the following instructional practices such as differentiated instruction, intervention, and the use of manipulatives.

Monitoring:

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

The administrative team will conduct regular walk-throughs to ensure there's evidence of students in groups, a visible rotation schedule, D.I., notebooks, and the use of manipulatives in their lesson plans. Monitor and track math topic assessment data. This data will be analyzed during common planning to ensure students are demonstrating growth to guide instruction.

Person responsible for monitoring outcome:

Lisa Bell (lisabell@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.

Through the use of data-driven instruction we will monitor student data after assessments to determine learning outcomes and identify areas in need of remediation and enrichment, ensuring all students needs are met resulting in 15% increase in the FAST PM 3 data.

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.

1. Teachers will attend math ICAD's and the content academics.

Person Responsible: Judy Gonzalez (pr3861@dadeschools.net)

By When: Ongoing

2. The math CSS will support teachers on a monthly basis to build teacher capacity.

Person Responsible: Lisa Bell (lisabell@dadeschools.net)

By When: Ongoing

3. Data chats after topic assessments held bi-weekly, monthly, and/or quarterly.

Person Responsible: Lisa Bell (lisabell@dadeschools.net)

By When: Ongoing

#3. 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 the 2022-2023 MTSS early warning system data 45 students in 3rd-5th grade had more than 6 absences. Furthermore, 12 of the 45 students had 16 or more absences. Based on the data and the identified contributing factors of parental support, student illness, and lack of motivation, we will implement the Targeted Element of attendance initiatives. As an ATSI school the subgroup that's low performing is our Students with Disabilities. We will monitor attendance such as absences, leaving early, and tardies with the assistance of our ESE teacher contacting parents to see how we can provide support and resources if needed for attendance.

Measurable Outcome:

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

With the implementation of attendance initiatives excessive absences will decrease by 10% quarterly using the following attendance initiatives such as: student incentives, attendance contract, communication, and counseling and referral to outside agency.

Monitoring:

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

The teachers and counselors will communicate with parents regularly on the importance of attending school. The attendance review committee will conduct a meeting after the 5th absence to initiate an attendance contract. If students continue to be absence they will be referred for truancy, counseling, and to an outside agency.

Person responsible for monitoring outcome:

Lisa Bell (lisabell@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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through the use of attendance initiatives we will monitor attendance utilizing the daily bulletin because student attendance is directly related to student achievement.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The teacher will set expectations for attendance by monitoring the class attendance and communicating with parents.

Person Responsible: Lisa Bell (lisabell@dadeschools.net)

By When: Ongoing

The counselor will contact parents, send home letters and set Attendance Review Committee (ARC) meetings as necessary.

Person Responsible: Maria Sermeno-Garcia (masgarcia@dadeschools.net)

By When: Ongoing

The counselor will refer students for truancy and support families with outside agencies.

Person Responsible: Maria Sermeno-Garcia (masgarcia@dadeschools.net)

By When: Ongoing

#4. Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale:**

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

According to the 2022-2023 FAST PM 3 ELA data, 45% of our 5th grade students were proficient on the FAST PM 3 data compared to the state average of 54% resulting in a 9% decrease. Based on the data and the identified contributing factors of lack of fidelity in intervention implementation, we will implement the Targeted Element of Intervention. As an ATSI school the subgroup that's low performing is our Students with Disabilities. We will provide intense instruction during intervention and differentiated instruction with the support of our ESE teacher to reteach skills needed for student success using the BEST standards.

Measurable Outcome:

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

With the implementation of reading intervention student proficiency will increase by 10% using the following such as: intervention notebooks, implement intervention with fidelity, and data chats for planning instruction by FAST PM 3.

Monitoring:

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

The administrative team will conduct regular walk-throughs to ensure explicit instruction is taking place during reading intervention, monitor intervention journals, and track intervention assessment data. This data will be analyzed during common planning to ensure students are demonstrating growth through guided instruction.

Person responsible for monitoring outcome:

Lisa Bell (lisabell@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.)

We will implement Intervention and differentiated instruction as our evidence-based strategies to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through the use of student data, we will identify Tier 2 and Tier 3 students for additional support through intervention. We will monitor student data after reading intervention assessments to determine learning outcomes and identify areas in need of remediation or enrichment during differentiated instruction ensuring all student's needs are met resulting in an increase on the FAST PM 3 data.

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.

Set expectations for implementing reading intervention and differentiated instruction with fidelity.

Person Responsible: Lisa Bell (lisabell@dadeschools.net)

By When: Ongoing

Monitor planning and delivery of the reading intervention program by monitoring student intervention folders.

Person Responsible: Lisa Bell (lisabell@dadeschools.net)

By When: Ongoing

Conduct data chats and review student attendance. with the Attendance Review Committee members, Instructional coach, and administration.

Person Responsible: Judy Gonzalez (pr3861@dadeschools.net)

By When: Ongoing

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).

Schoolwide data such as i-Ready, FAST and content progress monitoring is analyzed to identify areas of improvement. Groups of students needing additional support across all subgroups are also identified. The Leadership Team reviews allocations and resources to address areas of focus for school improvement. All identified subgroups are provided with set instructional time and intervention with highly qualified teachers. Standards aligned instruction is targeted along with research based strategies to ensure rigorous content. All action steps and funding are reviewed with stakeholders at faculty, grade level chair and EESAC meetings. Stakeholders are provided with opportunities to provide feedback and revise SIP as needed. Progress monitoring from the instructional coach and counselor is utilized to determine additional needs and support.

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 AP 2 progress monitoring students in K-2 the data showed that 27% of the students were in Tier 3, 37% of students in Tier 2, and 36% of students in Tier 1. Students in Kindergarten AP2 showed where 49% was proficient compared to 3% on AP1, first grade AP2 showed 27% of students proficient compared to AP 1 where 13% of students showed proficiency, second grade AP2 showed 33% of students proficient compared to AP 1 where 23% was proficient. Based on the data, we will continue to analyze data from progress monitoring while implementing intervention to increase student proficiency. In addition, differentiated instruction will be implemented with fidelity as well as intervention to our lowest 25% and 35% students. We are going to provide the scaffolding necessary in kindergarten through second grade in order to make learning gains and move toward proficiency. We are going to use the B.E.S.T. standards and progress monitoring in kindergarten through second grade in order to make learning gains and move toward proficient.

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

According to the 2023 FSA data 53% of the students in grades 3rd-5th showed proficiency in ELA. In 3rd grade 50% of the students are proficient, fourth grade 63% of the students are proficient, and in 5th grade 45% of the students are proficient. Based on the data and the identified contributing factors of lack of fidelity in intervention implementation, we will implement the Targeted Element of Intervention. In addition, intervention will be implemented with fidelity to our lowest 25% and 35% students. We are going to provide the scaffolding necessary in third through fifth grade in order to make learning gains and move toward proficiency.

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 Intervention, then our kindergarten through second grade students will increase in Reading by a minimum of 10 percentage points as evidenced by the 2024 STAR PM3 Assessment and improve in proficiency.

Grades 3-5 Measurable Outcomes

If we successfully implement Intervention, then our third through fifth-grade students will increase in Reading by a minimum of 10 percentage points as evidenced by the 2024 FAST PM3 Assessment, and improve in proficiency.

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.

The administrative team will conduct regular walk-throughs to ensure explicit instruction is taking place during reading intervention, monitor intervention journals, and track intervention assessment data. This data will be analyzed during common planning to ensure students are demonstrating growth through guided instruction.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Bell, Lisa, lisabell@dadeschools.net

Evidence-based Practices/Programs

Description:

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based practice we will be implementing will be Before, During, and After (BDA) Reading Strategies,. The BDA will be monitored during student data after reading intervention assessments to determine learning outcomes and identify areas in need of remediation or enrichment, ensuring all students needs are met resulting in an increase in the FAST PM 3 data.

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

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

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

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?

Through the use of student data we will identify Tier 2 and Tier 3 students for additional support through intervention. We will monitor student data after reading intervention assessments to determine learning outcomes and identify areas in need of remediation or enrichment, ensuring all students needs are met resulting in an increase in the FAST PM 3 data.

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
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Literacy Leadership- Administration will conduct walkthroughs to monitor instruction in ELA during whole group, differentiation instruction, and intervention.

Literacy Coaching- The literacy coach will be providing coaching cycles to teachers.

Assessment - Monitoring the FAST PM data and i-Ready data during data chats.

Professional Learning- Teachers will attend iCADS and content academics as applicable.

Bell, Lisa,
lisabell@dadeschools.net

Literacy Leadership- Administration will provide feedback based on walkthroughs.

Literacy Coaching- Instructional coach will model a lesson and provide resources to teachers as needed.

Assessment- Monitor the bi-weekly assessments with teachers during common planning.

Professional Learning- Teachers will share best practices during a faculty and department meetings.

Bell, Lisa,
lisabell@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The Leadership Team conducts regular reviews of the School Improvement Plan (SIP) with students, parents, faculty/staff, and community partners, facilitated through EESAC and faculty meetings. These reviews occur multiple times annually, encompassing mid-year and end-of-year reflections. During these sessions, the team monitors specific areas of focus and action steps, using school data from sources like i-Ready, FAST, and content progress monitoring. The updated and finalized SIP is subsequently posted on the school's website at northgladeelem.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 aims to foster positive relationships with parents, families, and community stakeholders through regular communication, involvement opportunities, and engagement initiatives. We host parent-teacher conferences, open houses, and community events to encourage interaction and collaboration. Additionally, we utilize digital platforms such as class dojo and monthly calendars to keep parents informed about their child's progress and school-wide activities, while also providing feedback to address their needs and align with our school's mission of providing the best possible support for our students. The Family Engagement Plan is publicly available at northgladeelem.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's strategy to strengthen the academic program involves data analysis to pinpoint areas for improvement, including the creation of targeted intervention groups and schedules. We'll use assessments like FAST and i-Ready to monitor student progress. Teachers will engage in ongoing professional development to improve instructional practices. Additional learning opportunities, such as after-school tutoring and special academies during breaks, will be available. Just Read Florida will support our reading program, and classroom observations will ensure intervention and standards are in alignment.

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

N/A

Optional Component(s) of the Schoolwide Program Plan

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

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

The school benefits from a full-time school counselor who offers mental health services, including workshops addressing topics like bullying, self-esteem, and utilizing the peace path for peer conflict resolution. The school also participates in such programs as Values Matter and Do The Right Thing to promote outstanding citizenship and positive role models for students. A part-time mental health counselor also works with therapeutic cases.

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

N/A

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

The MTSS/RTI team establishes Tier 1 objectives and assesses academic and behavioral data to assess progress towards these goals at least three times a year. Moving to Tier 2, the second support level, involves providing supplementary instruction and interventions that complement effective core instruction and behavioral support, targeting specific student groups requiring additional help. Tier 2 MTSS/RTI meetings are held every two months. At Tier 3, the third level of support, the focus is on providing individualized research-based instruction and interventions, building upon Tier 2 support and aligning with core instruction and behavioral support. This is designed for students who still face challenges and show insufficient progress in meeting academic and/or behavioral goals. The MTSS/RTI team meets regularly to review data trends and consider potential evaluations. Tier 3 MTSS/RTI meetings are held on a monthly basis.

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))

To improve our teaching practices, we offer workshops and training for using assessment data effectively. New teachers benefit from mentorship programs, and we provide opportunities for leadership within our school community. Our supportive school culture helps retain talented educators, ensuring the best outcomes for our students. Additionally, the Instructional Coach will conduct classroom walkthroughs to enhance instructional rigor and offer content assistance.

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))

Strategies used for assisting students with the transition from preschool into kindergarten include the administration of the statewide progress monitoring tool (FAST) to determine the readiness of each child coming into kindergarten. In addition, parental involvement is encouraged through participation in EESAC/PTA/Title I meetings, Parent Academy, and school-wide events. Kindergarten registration is advertised beginning in the Spring and parents are invited to a Meet and Greet as well as an Open House at the beginning of the school year. Parents are notified through announcements in flyers, the Connect Ed Program as well as announcements on our school's marquee.