

Miami-Dade County Public Schools

North Hialeah Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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North Hialeah Elementary School

4251 E 5TH AVE, Hialeah, FL 33013

<http://nhes.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.

To maximize the potential of each child by fostering and creating life-long learners in a challenging and balanced 21st century environment.

Provide the school's vision statement.

The North Hialeah Elementary faculty and staff will motivate students to maximize their academic potential and foster their social and moral growth as they prepare to become literate, productive members of society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Salcedo, Carlos	Principal	Serves as instructional leader, engages and collaborates with all stakeholders. Leads the school in the decision making process. Ensures implementation of standards based curriculum and instruction.
Cardeso, Monica	Assistant Principal	-Monitors and Implements School Improvement Plan -Monitors Intervention Program -Curriculum Leader -Testing Coordinator
Soles, Yolanda	School Counselor	-Provides counseling to students. -Provides resources to parents and community. -School LEA -Monitors Rtl

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.

Our school leadership team meets over the Summer during Synergy to review the most current school data, identify areas of concern as well as support and possible solutions. This information is then presented to school staff where they have the opportunity to share their input in the continuation of the

development process. The SIP information is also presented during our EESAC meetings where parents are able to attend and share their input in the development process.

SIP Monitoring

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

The SIP action steps will be monitored by school administration as well as any other leadership team members responsible for monitoring specific action steps. Data will be consistently reviewed on a bi-weekly basis with the school leadership team as well as teachers in order to monitor the impact on student achievement and make adjustments as needed to ensure continuous improvement.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	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) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	13	13	6	5	4	0	0	0	41
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	2	4	4	2	0	0	0	12
Course failure in Math	0	0	1	1	2	9	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	12	26	32	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	2	20	25	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	30	19	49	31	36	0	0	0	165

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	12	19	23	0	0	0	56

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	0	0	12	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	10	7	7	7	6	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	7	6	4	0	0	0	18
Course failure in Math	0	0	3	1	7	11	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	7	13	17	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	1	7	15	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	5	24	19	19	0	0	0	67

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	7	11	15	0	0	0	35

The number of students identified retained:

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	13	12	5	7	4	15	0	0	0	56
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	2	0	8	2	2	0	0	0	14
Course failure in Math	0	1	0	3	10	2	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	43	37	30	0	0	0	110
Level 1 on statewide Math assessment	0	0	0	27	27	26	0	0	0	80
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	31	21	38	50	42	36	0	0	0	218

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	2	0	37	27	23	0	0	0	89

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	13
Students retained two or more times	0	0	1	0	0	0	0	0	0	1

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	57	60	53	61	62	56	56		
ELA Learning Gains				65			36		
ELA Lowest 25th Percentile				44			32		
Math Achievement*	69	66	59	64	58	50	52		
Math Learning Gains				63			16		
Math Lowest 25th Percentile				68			17		
Science Achievement*	69	58	54	48	64	59	49		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	74	63	59	57			53		

* 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	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	313
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	470
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	19	Yes	3	2
ELL	60			
AMI				
ASN				
BLK				
HSP	63			
MUL				
PAC				
WHT				
FRL	60			

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	2	1
ELL	56			
AMI				
ASN				
BLK				
HSP	59			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	57			

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	57			69			69					74
SWD	10			29							4	35
ELL	53			69			60				5	74
AMI												
ASN												
BLK												
HSP	57			69			68				5	74
MUL												
PAC												
WHT												
FRL	52			64			65				5	74

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	61	65	44	64	63	68	48					57
SWD	11	24	21	14	43	46	7					57
ELL	54	59	41	62	66	71	41					57
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP	62	65	44	64	63	68	48					57
MUL												
PAC												
WHT												
FRL	59	63	43	62	62	64	45					57

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	56	36	32	52	16	17	49					53
SWD	13	0	0	17	7		9					40
ELL	50	44	35	48	21	20	45					53
AMI												
ASN												
BLK												
HSP	57	36	33	52	16	18	49					53
MUL												
PAC												
WHT												
FRL	53	35	32	50	16	19	45					53

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	56%	56%	0%	54%	2%
04	2023 - Spring	39%	58%	-19%	58%	-19%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	52%	-20%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	63%	-7%	59%	-3%
04	2023 - Spring	46%	64%	-18%	61%	-15%
05	2023 - Spring	57%	58%	-1%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	50%	3%	51%	2%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Based on the 2023 state assessment scores our 3-5 ELA Lowest 25% showed the lowest performance at 44% proficiency.

During the 2022-2023 school year we received an influx of immigrants who were not able to read or speak the English language and were part of the percent tested for the FAST ELA.

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

Based on the 2023 state assessment scores during the 2021-2022 school year our 3-5 ELA proficiency was 60% in comparison to the 2022-2023 school year where our ELA proficiency was 42.7%.

During the 2022-2023 school year we received an influx of immigrants who were not able to read or speak the English language and were part of the percent tested for the FAST ELA.

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.

When comparing our 2022-2023 data to the state our ELA proficiency (42.7%) shows the greatest gap.

During the 2022-2023 school year we received an influx of immigrants who were not able to read or speak the English language and were part of the percent tested for the FAST ELA.

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

Based on the 2023 state assessment scores our school showed the most improvement in the Science state assessment where in the 2021-2022 we showed 48% proficiency versus 2022-2023 where we showed 53% proficiency.

During the 2022-2023 school year Science hands-on learning was the priority focus on our School Improvement Plan, which led to the increase.

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

After reflecting on the EWS data we have identified the potential areas of concern:

- Students with Substantial Reading Deficiency (218 out of 490 students enrolled)
- Students who earned Level 1 on ELA FAST PM3 (110 students)

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

Our highest priorities for school improvement in the upcoming school year are:

- Instructional Coaching/Professional Learning
- Differentiated Instruction
- Intervention
- Differentiated Instruction for Students with Disabilities
- Positive Culture and Environment

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 Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

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

Based on the 2022-2023 FAST PM3 data 43% of students in grades 3-5 met proficiency. During the 2021-2022 school year, 60% of students in grades 3-5 met proficiency on the Florida Standards Assessment (FSA). According to the state assessment data our school showed a decrease of 17 percentage points during the 2022-2023 school year. Based on the data and the identified contributing factors of the influx of newly arrived ESOL Level 1 students, student readiness levels limit the abilities to master grade level tasks, we will implement the Targeted Element of Coaching/Professional Learning.

Measurable Outcome:

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

With the implementation of Instructional Coaching and Professional Learning, our school will increase ELA proficiency in grades 3-5 to 50% by May 2024.

Monitoring:

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

The Leadership Team will monitor teachers through walkthroughs to determine who is in need of Instructional Coaching. The Leadership Team will monitor that weekly collaborative planning is taking place with the Lead Teacher for Reading. The Leadership Team will conduct monthly reviews of student data to identify students in need of additional support.

Person responsible for monitoring outcome:

Carlos Salcedo (pr3901@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.)

Our school will focus on the evidence-based intervention Instructional Support/Coaching. Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Providing support using Instructional Coaching/Professional Development will assist in increasing teacher's pedagogy through knowledge of school improvement initiatives, content standards, disciplinary literacy, effective instruction, and assessment practices. The means by which teachers, school-based leaders, and other staff build instructional practice that improves student learning.

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.

08/14/23-09/29/23

Our school will provide teachers with Professional Development on interpreting student data. As a result, teachers will be able to provide targeted differentiated instruction and in turn increase student proficiency.

Person Responsible: Monica Cardeso (mcardeso@dadeschools.net)

By When: This action step will be completed by 08/17/23.

08/14/23-09/29/23

Our school will identify Teacher Leaders for Reading in each grade level. As a result, our teachers will receive additional support in this content area which in turn will increase student proficiency.

Person Responsible: Carlos Salcedo (pr3901@dadeschools.net)

By When: This action step will be completed by 08/17/23.

08/14/23-09/29/23

Our school will create a new common planning schedule with the Reading Teacher Leaders. As a result, common planning for Reading will occur with fidelity which in turn will increase student proficiency.

Person Responsible: Monica Cardeso (mcardeso@dadeschools.net)

By When: This action step will be completed by 08/17/23.

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

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

Based on the 2022-2023 Early Warning Indicators (EWI) report, our school has 218 students with a substantial reading deficiency. During the 2021-2022 school year, our school had 99 students with a substantial reading deficiency, indicating an increase of 119 students. Based on the data and identified contributing factors of the influx of recently arrived ESOL Level 1 students, they are displaying many differences in levels of academic ability. Based on this our school will implement the Targeted Element of Differentiation.

Measurable Outcome:

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

With the implementation of differentiated instruction, our school will decrease the number of students with a substantial reading deficiency by 20% (253 students) by May 2024.

Monitoring:

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. The Reading Instructional Coach or Reading Lead Teacher will include differentiated instruction in the lesson plans during collaborative planning. Data Analysis of formative assessments of students identified with a substantial reading deficiency will be reviewed monthly to observe progress.

Person responsible for monitoring outcome:

Monica Cardeso (mcardeso@dadeschools.net)

Evidence-based Intervention:

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored during data chats and collaborative planning meetings.

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.

08/14/23-09/29/23

Our school will provide teachers with PD on accessing and interpreting student data. As a result, teachers will learn how to differentiate instruction for students based on data which will in turn improve student achievement.

Person Responsible: Monica Cardeso (mcardeso@dadeschools.net)

By When: This will take place by 08/17/23.

08/14/23-09/29/23

Designate one common planning session a month to plan for Data-Driven, Differentiated Instruction. As a result, teachers will be able to group students appropriately and provide students with appropriate instruction to target their individual learning needs.

Person Responsible: Monica Cardeso (mcardeso@dadeschools.net)

By When: This action step will be ongoing until 06/2024.

08/14/23-09/29/23

Administration will conduct walkthroughs during the Differentiated Instruction block to ensure it is data-driven and taking place with fidelity. As a result, we will ensure deficient standards are being targeted.

Person Responsible: Carlos Salcedo (pr3901@dadeschools.net)

By When: This action step will be ongoing until 06/2024.

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

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

According to the 2023 School Climate Survey 15% of our staff strongly agree that students come academically prepared to their class. During the 2022 school year 50% of our staff strongly agreed that students come academically prepared to their class. This data point indicates a 35% decrease. Based on the data and identified contributing factors of the influx of recently arrived ESOL Level 1 students, they are displaying many differences in levels of academic ability. Based on this we will focus on providing extended learning opportunities.

Measurable Outcome:

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

If we successfully implement the targeted element of positive culture and environment then we will increase the percentage of teachers who strongly agree that students come academically prepared to their class by 10 percentage points.

Monitoring:

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

The School Leadership Team will ensure that there is enough extended learning opportunities available for students to support the increase of students coming academically prepared to class.

Person responsible for monitoring outcome:

Carlos Salcedo (pr3901@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.)

Our school will focus on the evidence-based intervention Promoting Growth Mindset for this Area of Focus. Promoting Growth Mindset integrates growth mindset-oriented learning and practices. Promoting Growth Mindset can be displaying visible reminders of growth-mindset, facilitating activities that promote growth-mindset, and modeling growth mindset.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our school will focus on the strategy Promoting Growth Mindset. This strategy will assist in engaging our learners to promote growth mindset learning practices. This strategy will also assist to remove barriers, such as personal or socioeconomic status, gender, ethnicity, or family background to ensure equal access to achieve the student's educational potential.

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.

08/14/23-09/29/23

Administration will offer morning/afternoon tutoring earlier in the school year than when it is usually offered, in turn this will assist in better preparing students academically.

Person Responsible: Carlos Salcedo (pr3901@dadeschools.net)

By When: This action step will be completed by 10/27/23.

08/14/23-09/29/23

Administration will offer an extended learning opportunity that specifically targets ELL Level 1 students, in turn this will assist in better preparing students academically.

Person Responsible: Carlos Salcedo (pr3901@dadeschools.net)

By When: This action step will be completed by 10/27/23.

08/14/23-09/29/23

Administration will monitor attendance of the extended learning opportunities on a bi-weekly basis to ensure students in need of additional support are attending.

Person Responsible: Monica Cardeso (mcardeso@dadeschools.net)

By When: This action step will be ongoing until May 2024.

#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.

Based on the 2022-2023 FAST PM3 data our students with disability scored 9% proficiency. Based on the data and identified contributing factor of SWD being 3 years behind grade level on ELA, we will implement the Targeted Element of Intervention. Our school will like to increase this by 10 percentage points.

Measurable Outcome:

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

With the implementation of effective intervention, our school will increase our ELA proficiency for Students with Disabilities by 10 percentage points by May 2024.

Monitoring:

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

The Leadership Team will conduct monthly data chats specifically for students with disabilities to review their progress and make adjustments as needed.

Person responsible for monitoring outcome:

Carlos Salcedo (pr3901@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.)

Our school will focus on the evidence-based strategy Intervention for this Area of Focus. Intervention is a strategy used 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.

Intervention will ensure that ELA components reading and writing standards that progress together with the use of accompanying texts for writing that embeds four strands: Foundations, Reading, Communication and Vocabulary.

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.

08/14/23-09/29/23

Administration will identify Students with Disabilities who need to participate in intervention for ELA, in turn this will assist in increasing student proficiency.

Person Responsible: Monica Cardeso (mcardeso@dadeschools.net)

By When: This action step will be completed by 09/29/23.

Administration will provide teachers with professional development on intervention, in turn this will ensure intervention is being done effectively and will improve student achievement.

Person Responsible: Monica Cardeso (mcardeso@dadeschools.net)

By When: This action step will be completed by 09/29/23.

The School Leadership Team will meet monthly to discuss ELA data for students with disabilities, in turn adjustments needed will be made and ultimately improve student proficiency.

Person Responsible: Carlos Salcedo (pr3901@dadeschools.net)

By When: This action step will be ongoing on a monthly basis until May 2024.

#5. 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.

Based on the 2023 state assessment scores our ELA Proficiency for our Students with Disabilities in 3rd-5th grade was 9%. Our Students with Disabilities have scored under the 41% threshold for three consecutive years.

Measurable Outcome:

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

With the implementation of effective Differentiated Instruction, our school will increase our ELA Proficiency for our SWD's to 42% by May 2024.

Monitoring:

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

The Leadership Team will conduct monthly data chats with our ESE teacher, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. The Reading Instructional Coach will include differentiated instruction in the lesson plans during collaborative planning. Data Analysis of formative assessments of SWD's will be reviewed monthly to observe progress.

Person responsible for monitoring outcome:

Carlos Salcedo (pr3901@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 Differentiation, our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in accelerating the proficiency of our SWD's as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored during data chats and collaborative planning meetings.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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.

08/14/23-09/29/23

Our school will provide teachers with PD on accessing and interpreting student data for SWD. As a result,

teachers will learn how to differentiate instruction for students based on data which will in turn improve student achievement.

Person Responsible: Monica Cardeso (mcardeso@dadeschools.net)

By When: This will take place by 08/17/23.

08/14/23-09/29/23

Designate one common planning session a month to plan for Data-Driven, Differentiated Instruction. As a result, teachers will be able to group students appropriately and provide students with appropriate instruction to target their individual learning needs.

Person Responsible: Monica Cardeso (mcardeso@dadeschools.net)

By When: This action step will be ongoing until 06/2024.

08/14/23-09/29/23

Administration will conduct walkthroughs, in classrooms of SWD, during the Differentiated Instruction block to ensure it is data-driven and taking place with fidelity. As a result, we will ensure deficient standards are being targeted.

Person Responsible: Carlos Salcedo (pr3901@dadeschools.net)

By When: This action step will be ongoing until 06/2024.

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 Leadership Team and EESAC met and analyzed student data to ensure that resources are being directed to target student needs. The funds will be allocated to provide students with extended learning opportunities such as before/after school tutoring, Saturday tutoring and open computer lab time. The funds will be used to hire teachers who will work with students to target learning needs and academic deficiencies.

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 2022-2023 state assessment data, 50% or more of students in Kindergarten, 1st grade and 2nd grade scored below the 40th percentile in the ELA Assessment.

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

According to the 2022-2023 state assessment data, 50% or more of students in 3rd and 4th grade scored below a Level 3 in the ELA Assessment.

Measurable Outcomes

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

If we effectively make informed decisions based on data, then we will increase the percentage of students on track to pass the statewide ELA Assessment by 7 percentage points.

Grades 3-5 Measurable Outcomes

If teachers effectively implement data-driven differentiated instruction, the percentage of students who score a level 3 or greater on the ELA State Assessment will increase by 10 percentage points.

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 Leadership Team will meet with teachers on a quarterly basis to analyze data. Mini data chats will take place on a monthly basis during common planning sessions. Instructional adjustments will be made based on student data. Teachers will be provided with Professional Development based on needs.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Salcedo, Carlos, pr3901@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?

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

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?

The Differentiated Instruction framework will allow the opportunity to meet students at their academic level and increase student achievement based on the individual students strengths and deficits.

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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08/14/23-09/29/23

Our school will provide teachers with PD on accessing and interpreting student data. As a result, teachers will learn how to differentiate instruction for students based on data which will in turn improve student achievement.

Cardeso, Monica,
mcardeso@dadeschools.net

08/14/23-09/29/23

Designate one common planning session a month to plan for Data-Driven, Differentiated Instruction. As a result, teachers will be able to group students appropriately and provide students with appropriate instruction to target their individual learning needs.

Cardeso, Monica,
mcardeso@dadeschools.net

08/14/23-09/29/23

Administration will conduct walkthroughs during the Differentiated Instruction block to ensure it is data-driven and taking place with fidelity. As a result, we will ensure deficient standards are being targeted.

Salcedo, Carlos,
pr3901@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 school will present the SIP during EESAC meetings for input, review and approval by all stakeholders and document the discussion in the EESAC meeting minutes.

The SIP is made public on our schools website, www.nheschool.org. The SIP is also made available in hard copy form in our Parent Resource Center.

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))

North Hialeah Elementary plans to build positive relationships with parents, families and other community stakeholders to fulfill our mission and support the needs of students as well as keep parents informed of their child's progress by giving parents and families the opportunity to provide input during Title I, EESAC and PTA meetings. Parents and families will be encouraged to provide input in the planning, review and improvement of the school through the SIP and Title I PFEP.

The PFEP is made public on our schools website, www.nheschool.org. The PFEP is also made available in hard copy form in our Parent Resource Center.

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

The school will strengthen the academic program in the school by providing students with extended learning opportunities such as before/after school/Saturday tutoring. The extended learning opportunities will also aid in improving our ELA proficiency, which is an area of focus on the SIP.

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.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Intervention	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

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

No