North Miami Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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North Miami Elementary School

655 NE 145TH ST, North Miami, FL 33161

http://nmiamielem.dadeschools.net/

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of North Miami Elementary School is to improve academic skills, develop social maturity and physical potential, and promote emotional growth of our pre-K through fifth grade students. We, the parents, staff, and community promote the development of respect for self and others in a multicultural community. We accept the responsibility to provide a safe environment and to help our students develop skills necessary to become resourceful and productive citizens in our ever-changing world.

Provide the school's vision statement.

North Miami Elementary School is dedicated to accelerating learning for all stakeholders, going above and beyond standards and objectives, and breaking down any obstacles to learning on a day-by-day, child-by-child basis. We are committed to providing educational excellence for all.

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
Homidas, Solomon	Principal	The role of a principal is to provide strategic direction in the school. Principals evaluate standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, ensure policies and procedures are followed, administer the budget, hire and evaluate staff and oversee facilities.
Morris, Giovanni	School Counselor	The duties of a School Counselor include developing, implementing and managing school guidance programs, working with students in individual, small group and classroom settings, assisting students with creating an academic and a behavioral plan for their success, and ensure procedures are followed for obtaining specialized services for individual students.
Lubin, Isabella	Math Coach	The role of the Math Coach is to plan and provide instructional support to teachers using Florida's B.E.S.T. Standards for Mathematics. Additionally, she supports teachers in planning, delivering, and assessing quality math instruction.
Vitro, Dena	Assistant Principal	The duties and responsibilities of the Assistant Principal is to oversee the school-wide curriculum and instruction, school operations, and monitor teachers to ensure they are providing standards-based instruction with multiple levels of complexity to support the needs of all learners.
Telfort, Gislaine	ELL Compliance Specialist	Teacher is responsible for creating and executing lesson plans in the classroom, enforcing classroom and school rules, observe and evaluate student performance, and grade homework and tests.
Pierre, Yvianne	Teacher, K-12	Teacher is responsible for creating and executing lesson plans in the classroom, enforcing classroom and school rules, observe and evaluate student performance, and grade homework and tests.
Bullock, Monique	Reading Coach	The duties and responsibilities of the Intermediate Reading developing lesson plans that are aligned to the curriculum and Florida State Standards. Additionally, she supports teachers with creating an engaging classroom environment that encompasses rigorous instruction.
Astudillo, Samuel	Instructional Media	The duties and responsibilities of the Media Specialist is to oversee the Library and assist with planning and curriculum alignment.

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

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

All stakeholders have an opportunity to provide input during EESAC meetings, Faculty and Staff meetings, and leadership team building sessions.

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 will be monitored by the school leadership team. The SLT will meet frequently to develop, revise, and revisit goals and action steps. This is a live document and changes will be made on a needed basis.

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	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: 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	13	8	10	7	8	8	0	0	0	54
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	4	17	21	17	7	0	0	0	66
Course failure in Math	0	4	8	16	5	8	0	0	0	41
Level 1 on statewide ELA assessment	0	0	0	28	16	14	0	0	0	58
Level 1 on statewide Math assessment	0	0	0	25	18	21	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	20	20	45	40	27	27	0	0	0	179

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	3	9	31	19	17	0	0	0	79

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	14	0	0	0	0	0	14
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	14	15	18	14	7	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	15	32	9	14	0	0	0	70
Course failure in Math	0	0	12	23	3	14	0	0	0	52
Level 1 on statewide ELA assessment	0	0	0	17	15	10	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	9	17	13	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	24	51	20	23	0	0	0	118
	0	0	0	0	0	0	0	0	0	

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	13	29	18	17	0	0	0	77

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	3	16	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	14	15	18	14	7	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	15	32	9	14	0	0	0	70
Course failure in Math	0	0	12	23	3	14	0	0	0	52
Level 1 on statewide ELA assessment	0	0	0	17	15	10	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	9	17	13	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	24	51	20	23	0	0	0	118
	0	0	0	0	0	0	0	0	0	

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	13	29	18	17	0	0	0	77

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	3	16	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	51	60	53	44	62	56	38		
ELA Learning Gains				69			35		
ELA Lowest 25th Percentile				58			44		
Math Achievement*	53	66	59	48	58	50	39		
Math Learning Gains				65			27		
Math Lowest 25th Percentile				58			26		
Science Achievement*	34	58	54	38	64	59	28		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	60	63	59	45			49		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	246
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	8
Percent Tested	98
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	38	Yes	1	
ELL	44			
AMI				
ASN				
BLK	47			
HSP	59			
MUL				
PAC				
WHT				
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	48			
AMI				
ASN				
BLK	53			
HSP	53			
MUL				
PAC				
WHT				
FRL	53			

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	51			53			34					60
SWD	32			39			38				5	44
ELL	46			43			37				5	60
AMI												
ASN												
BLK	49			49			31				5	59
HSP	60			68			40				4	69
MUL												
PAC												
WHT												
FRL	53			51			34				5	59

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	44	69	58	48	65	58	38					45
SWD	42	58	46	48	53	42	43					45
ELL	31	67	53	40	61	63	26					45
AMI												
ASN												
BLK	44	69	61	48	66	59	38					42
HSP	43	65		45	59							
MUL												
PAC												
WHT												
FRL	45	69	58	47	64	58	38					42

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	35	44	39	27	26	28					49
SWD	55	56		57	19		57					42
ELL	35	35	40	36	35	36	19					49
AMI												
ASN												
BLK	35	32	47	37	25	28	24					54
HSP	50	40		45	30							
MUL												
PAC												
WHT												
FRL	38	34	44	39	28	26	28					50

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	46%	56%	-10%	54%	-8%
04	2023 - Spring	54%	58%	-4%	58%	-4%
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	48%	64%	-16%	61%	-13%
05	2023 - Spring	42%	58%	-16%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	25%	50%	-25%	51%	-26%

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.

According to the 2022-2023 data, the component that showed the lowest performance was in Science. The data indicated that only 25% of our students scored on or above grade level. The contributing factors to last year's low performance are insufficient tactile-kinesthetic experiences to connect with the standards learned and a lack of prior knowledge of the science domains needed to connect with current learning. Additionally, effectively utilizing check for understanding ensures students have mastered the state standards and remediate the lowest standards.

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

As a result of the 2022-2023, the science data also demonstrated the greatest decline from the prior year. In 2022, the results indicated that 38% of students were proficient. In 2023, the results indicated that 25% of students were proficient. This is a 13% decrease. The contributing factors which may have led to this decline in deficiency from year to year was a lack of science instruction across grade levels, the lack of proper planning for standard-aligned instruction.

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 the 2022-2023 data for North Miami Elementary School (NMES) to the state average, there was a 26 percentage point difference. The state scored 51%, while NMES scored 25%. The factors that contributed to this gap includes insufficient tactile-kinesthetic experiences to connect with the standards learned and a lack of prior knowledge of the science domains needed to connect with current learning.

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

According to the data, ELA Reading showed the most improvement, specifically in grade 4. The new actions taken in this area were Growth Mindset rubric and consistently monitoring data and updating the class thermometer, i-Ready incentive car, extended learning opportunities, teachers consistently collaborated regarding best practices and rewarding students' academic progress through intrinsic rewards, push-in interventionists and coach support, and focusing on rigor in whole-group instruction, student product evidence (Daily End Products and Exit Tickets) and differentiated instruction.

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

The two potential areas of concern are Science and 3rd Grade ELA Reading.

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

The highest priorities include the following:

1) Increase student achievement scores in Science
2) Increase student achievement scores in ELA Reading
3) Increase student achievement scores in L25
4) Increase student achievement scores in Math
5) Increase proficiency level in bubble students

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 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.

According to the 2022-2023 data, 46% of our students have scored at or above a level 3. With 46% of the students achieving proficiency in ELA, through targeted interventions, differentiated instruction, and standard-aligned instruction, our goal is to maintain or increase by at least 5 percentage points in proficiency.
Our goal is to increase targeted areas in ELA Reading through differentiation. As a result of implementing these practices with fidelity, there will be an overall improvement in the area of ELA Reading student achievement.

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

As a result of implementing the practice of differentiation in ELA Reading, there will be an increase of 5 percentage points in grades K-5 on the 2023-2024 FAST Statewide Assessment.

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

Administrators will monitor through walkthroughs during differentiated instruction, formal observations, and data chats.

Person responsible for monitoring outcome:

Solomon Homidas (shomidas@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 strategy that will be implemented for this area of focus includes differentiated instruction. continuous progress monitoring based on biweekly progress monitoring data, i-Ready weekly utilization, and passage rates will offer teachers the opportunity to reteach student deficiencies.

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

The rationale for this specific strategy is to remediate targeted reading deficiencies in grades K-5. The resources that will be utilized include i-Ready, McGraw-Hill Wonders, Reading Horizons, and Teacher Toolbox.

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 instructional coaches will monitor school-wide data and conduct weekly data chats during collaborative planning sessions.

Person Responsible: Monique Bullock (292700@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

The instructional coach will provide push-in support for selected teachers to support differentiated instruction and provide a 2nd teacher-led center.

Person Responsible: Monique Bullock (292700@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

Teachers will utilize weekly i-Ready data. As a result, teachers will use the most current data to plan and adjust instruction to meet the current student academic needs.

Person Responsible: Monique Bullock (292700@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

The Leadership Team will conduct walkthroughs to ensure grade level standards/benchmarks are being instructed and met with appropriate rigor and fidelity.

Person Responsible: Dena Vitro (dvitro@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

#2. 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 Florida Statewide Science Assessment (FSSA) data, 25% of our students have scored at or above a level 3. According to the 2021-2022 FSSA, 38% of our students have scored at or above a level 3. That is a 13 percentage point difference. Through targeted Science interventions for 5th grade students, hands-on labs across all grade levels and standard-aligned instruction, our goal is to increase by at least 15 percentage points

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

As a result of implementing interventions for 5th grade students, hands-on labs across all grade levels and using standard-aligned instruction, there will be an increase of 15 percentage points on the Grade 5 FSSA.

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

Administrators will monitor science through walkthroughs, formal observations, and data chats. Student journal work products will be reviewed and provided with feedback.

Person responsible for monitoring outcome:

Solomon Homidas (shomidas@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 strategy that will be implemented for this Area of Focus is differentiated instruction. This will provide students with opportunities to investigate, comprehend, and master benchmarks and appropriate for their grade level materials.

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

The rationale for this specific strategy is to ensure that what is discussed in collaborative planning transfers to the classroom so that a notable increase will take place with the science results.

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 Principal will monitor school-wide data and conduct data chats after each Topic Assessment during collaborative planning sessions.

Person Responsible: Solomon Homidas (shomidas@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

During the Mandatory PD session, a breakdown of data will be reviewed with science teachers.

Person Responsible: Solomon Homidas (shomidas@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

A review of the Science Framework and close reading strategies will be discussed and presented to science teachers.

Person Responsible: Solomon Homidas (shomidas@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

Science teachers will be provided with science journals tabs and a presentation on how to set up science journals in grades K-5.

Person Responsible: Solomon Homidas (shomidas@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

#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 2022-2023 Staff Climate Survey data, 48% of teachers believe that students in their classes were deficient in basic academic skills. Through targeted interventions, differentiated instruction in both ELA Reading and Math, and delivering instruction that is standard-aligned across all grade levels.

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

As a result of implementing the practice of differentiated instruction in both ELA Reading and Math with fidelity, strategically target the materials for interventions, there will be an increase of 10 percentage points in grades K-5 on the 2023-2024 FAST Statewide Assessment.

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

Administrations will monitor data and ensure that students will be provided with extended learning opportunities that targets deficient skills.

Person responsible for monitoring outcome:

Solomon Homidas (shomidas@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 rationale for this specific strategy is to remediate targeted ELA Reading and Math deficiencies in grades K-5. The resources that will be utilized include i-Ready, McGraw-Hill Wonders, Reading Horizons, and Teacher Toolbox and, Topic Assessments. We plan to have quarterly i-Ready parties for those students who consistently met their weekly i-Ready goals.

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

The rationale for this specific strategy is to ensure that what is discussed in collaborative planning transfers to the classroom in order to lessen the achievement gap.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

During Faculty and Staff meetings, teachers will be provided with an opportunity to present the most common struggling skills that students are deficient upon entering the grade level.

Person Responsible: Solomon Homidas (shomidas@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

The Leadership Team will select teachers to participate in school-wide walk-throughs to make positive academic recommendations to remediate deficient skills during faculty meetings throughout the year.

Person Responsible: Solomon Homidas (shomidas@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

During collaborative planning sessions, instructional coaches and teachers will formulate an intervention plan to remediate most common deficient skills.

Person Responsible: Solomon Homidas (shomidas@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

Instructional coaches and teachers will collaborate and plan for D.I. to meet the needs of all learners.

Person Responsible: Solomon Homidas (shomidas@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

#4. 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 data, 48% of our students have scored at or above a level 3. With 48% of the students achieving proficiency in Math, through targeted interventions, differentiated instruction, and standard-aligned instruction, our goal is to maintain or increase by at least 5 percentage points in proficiency.
Our goal is to increase targeted areas in Math through differentiation. As a result of implementing these practices with fidelity, there will be an overall improvement in the area of Math student achievement.

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

As a result of implementing the practice of differentiation in Math, there will be an increase of 5 percentage points in grades K-5 on the 2023-2024 FAST Statewide Assessment.

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

Administrators will monitor through walkthroughs during differentiated instruction, formal observations, and data chats.

Person responsible for monitoring outcome:

Solomon Homidas (shomidas@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 strategy that will be implemented for this area of focus includes differentiated instruction. continuous progress monitoring based on biweekly progress monitoring data, Topic Assessments, i-Ready weekly utilization, and passage rates will offer teachers the opportunity to reteach student deficiencies.

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

The rationale for this specific strategy is to remediate targeted math deficiencies in grades K-5. The resources that will be utilized include i-Ready, Big Ideas Math, and Teacher Toolbox.

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 instructional coaches will monitor school-wide data and conduct weekly data chats during collaborative planning sessions.

Person Responsible: Isabella Lubin (338971@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

The instructional coach will provide push-in support for selected teachers to support differentiated instruction and provide a 2nd teacher-led center.

Person Responsible: Isabella Lubin (338971@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

Teachers will utilize weekly i-Ready data. As a result, teachers will use the most current data to plan and adjust instruction to meet the current student academic needs.

Person Responsible: Dena Vitro (dvitro@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

The Leadership Team will conduct walkthroughs to ensure grade level standards/benchmarks are being instructed and met with appropriate rigor and fidelity.

Person Responsible: Solomon Homidas (shomidas@dadeschools.net)

By When: The implementation of this step will take place from August 14- September 29.

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

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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

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

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

According to the 2022-2023 FAST/STAR PM3 data, 58% of the students in grades K-2 are showing they are working at least 1 grade below grade-level standards. With only 42% of the students working on or above grade-level expectations, we have identified this as an area of focus.

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

According to the 2022-2023 FAST/STAR PM3 data, 54% of the students in grades 3-5 are showing they are working at least 1 grade below grade-level standards. With only 46% of the students working on or above grade-level expectations, we have identified this as an area of focus.

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

We will determine if 50% or more learners are not on track to pass the statewide ELA assessment after the K-2 F.A.S.T. STAR Assessment is administered. With the help of the Reading Writing Companion (RWC), the primary reading coach will keep collaborating with teachers to put a strategy in place that will raise the bar on the intensity of whole-group instruction.

Grades 3-5 Measurable Outcomes

After the 3-5 F.A.S.T. PM1 Assessment has been administered, we will assess whether 50% or more students are not on track to pass the statewide ELA assessment. In order to raise the rigor of whole-group instruction using the Reading Writing Companion (RWC), the reading coach will continue to collaborate with teachers and implement a plan.

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 Area of Focus will be closely examined using F.A.S.T. PM evaluations, i-Ready Progress Monitoring (AP1 and AP2), and biweekly progress monitoring evaluations.

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

Homidas, Solomon, shomidas@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?

We will be implementing the evidence-based practice of metacognition as it is a technique used to teach students how to think about their thinking. It is an increasingly useful mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes.

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?

Incorporating metacognition is a strategically sound choice, underpinned by its proven capacity to amplify student learning outcomes, cultivate lifelong learners, encourage self-regulation, facilitate personalized education, promote equity, and align with evidence-based educational research. Metacognition empowers students to thoughtfully assess their thinking processes, equipping them with invaluable skills for academic excellence and life beyond the classroom. By fostering a culture of metacognition, we are committed to nurturing independent, resilient, and inclusive learners who can thrive in an ever-evolving world.

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
From August 14 and October 27, the instructional coaches will collaborate with teachers to disaggregate data biweekly and model for a few teachers to meet the needs of students who fall in the lowest 25% percent quartile.	Homidas, Solomon, shomidas@dadeschools.net
From August 14 through September 29, the Leadership Team will offer teachers opportunities for professional development at collaborative planning meetings to discuss best practices that will support the needs of all students.	Homidas, Solomon, shomidas@dadeschools.net
From August 14 through September 29, the instructional coaches will actively supervise teacher instructional practices to ensure they are implementing the Framework Of Effective Instruction.	Homidas, Solomon, shomidas@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 SIP will be made available on the school's website, in the Main office, and presented during EESAC meetings. Translators will be available upon request. Parents may view the SIP at northmiamies.net.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to communicate with parents and other stakeholders during PTA and EESAC meetings. Information regarding the implementation of the school's mission and vision statement will be presented at large gathering such as Open House and Curriculum Night.

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

The school plans to review data for the 2022-2023 and 2023-2024 school year to make informed instructional decisions about student achievement. This will include offering extended learning opportunity to enhance academic progression.

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))

When developing the SIP, its essential that Federal, State, and local services are reviewed and plans are aligned to various initiatives.

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))

Counseling, school-based mental health services, specialized support services, and mentoring services are planned out with teachers to ensure there is an alignment with intended goals.

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).

A behavioral matrix system is used to address behavioral concerns at North Miami Elementary School.

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

Teachers are provided with professional development opportunities to enhance instructional practices. Data chats are conducted and teachers are celebrated to show appreciation.

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))

Pre-K students and teachers have the opportunity to collaborate with kindergarten teachers to discuss transitional services and expectations.

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