

Miami-Dade County Public Schools

Oak Grove Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Oak Grove Elementary School

15640 NE 8TH AVE, Miami, FL 33162

<http://oakgrove.dadeschools.net/flash.html>

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.

Working as partners, Oak Grove Elementary School stakeholders are dedicated to challenging and motivating all students to reach the highest possible levels of academic, personal, technological and career development. By providing a variety of teaching strategies and methods, and the latest advances in technology, Oak Grove Elementary School students will become more productive, literate and responsible citizens in our multicultural society.

Provide the school's vision statement.

The focus of Oak Grove Elementary School is to prepare students for the future by emphasizing the importance of being functional, literate and global thinkers. Our goal is to create productive, competent members of a diverse society. Utilizing resources that integrate effective telecommunications strategies, advances in technology and programs that heighten students achievement and cultural sensitivity. Oak Grove Elementary students will become functioning members of an ever-evolving 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 |
|---------------------|---------------------|--|
| Jones, Joyce | Principal | Principal will coordinate administrative oversight and plan all phases of instructional leadership for the school including educational programing, administrative, budgetary planning, discipline, and counseling services. |
| Alamo, Michele | Assistant Principal | Assistant Principal will ensure effective communication with parents regarding MTSS/Rtl plans and activities. Ensures fidelity and implementation of intervention; supports the school instructional program, supports the professional development of rigorous instruction; promotes the mission and vision of the school and celebrates student success. |
| Pierre, Ejeanne | Instructional Coach | Provides reading strategies to instructional staff; models lessons; <ul style="list-style-type: none"> Analyzes data and provides teachers with support in grouping students; Provides teachers with reading resources to guide classroom instruction; Facilitates grade level collaborative planning meetings; Create monthly instructional focus calendar; Reports to the leadership team the continuous improvement in Reading for grades K-5. |
| Dirosier, Falicie | School Counselor | <ul style="list-style-type: none"> Establishes individual behavior plans to be implemented by the classroom teacher; Conducts one-on-one counseling session with students; Monitors the behavior for fidelity of the behavior plan; Coordinates Career Day activities; Implement Red Ribbon Week activities; Coordinates Honor Roll activities; Coordinates Values Matter incentives. |
| Ashe, Nicole | Instructional Coach | Literacy Coach will provide direct instructional support related to improving and supporting classroom instruction as a Tier 1 school. Emphasis will be on utilizing the coaching model to support teachers in effective, evidence-based instructional strategies that will improve academic success. |
| Willisams, Sharisse | Math Coach | <ul style="list-style-type: none"> Provides mathematical strategies to instructional staff; Models lessons; Analyzes data and provide teachers support in grouping students; Provides teacher with mathematical resources to guide classroom instruction; Create monthly instructional focus calendar; Facilitates grade level collaborative planning meetings; Reports to the leadership team on continuous improvement in mathematics for grade K-5 |
| Jackson, Rosalind | | The Media Specialist is responsible for collaborating with grade level teams to assist with curriculum instruction and implement enrichment. The Media |

| Name | Position Title | Job Duties and Responsibilities |
|--------------|----------------|---|
| | | Specialist is responsible for providing instructional resources to teachers and students to promote student achievement. |
| green, atiya | Teacher, PreK | Establish and enforce rules of behavior for children in their classrooms. Provide tools and resources for children to use and explore during learning and play activities. Adapt teaching methods and materials to meet the interests and learning styles of children. Develop and maintain positive relationships with children and parents. Help children reach developmental milestones. Collaborate with others to implement lesson plans. Encourage children to interact with each other to develop social skills. |

Stakeholder Involvement and SIP Development

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

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

The stakeholders involved in the SIP development process include the school leadership team, school staff members, parents, students, and members of community. Stakeholders have had an opportunity to participate in meetings collaboratively to discuss provide input towards school improvement. Meetings include Opening of Schools, EESAC, faculty and staff meetings, leadership team meetings, and parent nights.

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 is monitored and reviewed monthly to ensure that action steps are being implemented with fidelity. If an action step should be revisited, stakeholders will collaborate on alternative options for the betterment of the students and student achievement.

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) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: C 2019-20: 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 | 8 | 14 | 4 | 8 | 8 | 5 | 0 | 0 | 0 | 47 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in English Language Arts (ELA) | 0 | 11 | 12 | 17 | 3 | 8 | 0 | 0 | 0 | 51 | |
| Course failure in Math | 0 | 9 | 4 | 17 | 14 | 23 | 0 | 0 | 0 | 67 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 37 | 28 | 20 | 0 | 0 | 0 | 85 | |
| Level 1 on statewide Math assessment | 0 | 0 | 24 | 35 | 20 | 0 | 0 | 0 | 0 | 79 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 14 | 39 | 27 | 43 | 32 | 32 | 0 | 0 | 0 | 187 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 20 | 0 | 0 | 0 | 0 | 0 | 20 |
| Students retained two or more times | 0 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 4 |

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 | 9 | 16 | 16 | 15 | 12 | 12 | 0 | 0 | 0 | 80 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 12 | 17 | 27 | 6 | 5 | 0 | 0 | 0 | 67 | |
| Course failure in Math | 0 | 6 | 11 | 5 | 16 | 26 | 0 | 0 | 0 | 64 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 40 | 28 | 27 | 0 | 0 | 0 | 95 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 39 | 33 | 37 | 0 | 0 | 0 | 109 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 6 | 6 | 17 | 6 | 5 | 0 | 0 | 0 | 40 | |

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

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|----|---|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 11 | 9 | 42 | 30 | 33 | 0 | 0 | 0 | 125 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 6 | 4 | 16 | 6 | 3 | 0 | 0 | 0 | 35 |
| Students retained two or more times | 0 | 0 | 2 | 1 | 0 | 2 | 0 | 0 | 0 | 5 |

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 | 9 | 16 | 16 | 15 | 12 | 12 | 0 | 0 | 0 | 80 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 12 | 17 | 27 | 6 | 5 | 0 | 0 | 0 | 67 |
| Course failure in Math | 0 | 6 | 11 | 5 | 16 | 26 | 0 | 0 | 0 | 64 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 40 | 28 | 27 | 0 | 0 | 0 | 95 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 39 | 33 | 37 | 0 | 0 | 0 | 109 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 6 | 6 | 17 | 6 | 5 | 0 | 0 | 0 | 40 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|----|---|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 11 | 9 | 42 | 30 | 33 | 0 | 0 | 0 | 125 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 6 | 4 | 16 | 6 | 3 | 0 | 0 | 0 | 35 |
| Students retained two or more times | 0 | 0 | 2 | 1 | 0 | 2 | 0 | 0 | 0 | 5 |

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* | 47 | 60 | 53 | 43 | 62 | 56 | 37 | | |
| ELA Learning Gains | | | | 55 | | | 41 | | |
| ELA Lowest 25th Percentile | | | | 50 | | | 35 | | |
| Math Achievement* | 46 | 66 | 59 | 38 | 58 | 50 | 31 | | |
| Math Learning Gains | | | | 59 | | | 19 | | |
| Math Lowest 25th Percentile | | | | 68 | | | 23 | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 54 | 58 | 54 | 40 | 64 | 59 | 15 | | |
| Social Studies Achievement* | | | | | 71 | 64 | | | |
| Middle School Acceleration | | | | | 63 | 52 | | | |
| Graduation Rate | | | | | 53 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 59 | 63 | 59 | 56 | | | 56 | | |

* 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 | 49 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 246 |
| 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 | 51 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 409 |
| 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 | 21 | Yes | 2 | 1 |
| ELL | 44 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 50 | | | |
| HSP | 40 | Yes | 1 | |
| 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 | 33 | Yes | 1 | |
| ELL | 47 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 51 | | | |
| HSP | 59 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 52 | | | |

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 | 47 | | | 46 | | | 54 | | | | | 59 |
| SWD | 12 | | | 29 | | | | | | | 2 | |
| ELL | 44 | | | 39 | | | 44 | | | | 5 | 59 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 46 | | | 46 | | | 54 | | | | 5 | 63 |
| HSP | 47 | | | 40 | | | | | | | 3 | 33 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 47 | | | 42 | | | 53 | | | | 5 | 63 |

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 | ELP Progress |
| All Students | 43 | 55 | 50 | 38 | 59 | 68 | 40 | | | | | 56 |
| SWD | 17 | 61 | 62 | 9 | 39 | 40 | 0 | | | | | 33 |
| ELL | 38 | 55 | 47 | 26 | 55 | 68 | 32 | | | | | 56 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 43 | 55 | 50 | 36 | 58 | 67 | 43 | | | | | 55 |
| HSP | 50 | 58 | | 61 | 69 | | | | | | | 57 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 44 | 55 | 51 | 38 | 59 | 68 | 41 | | | | | 56 |

| 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 | 37 | 41 | 35 | 31 | 19 | 23 | 15 | | | | | 56 |
| SWD | 11 | 17 | | 11 | 27 | | | | | | | |
| ELL | 38 | 46 | 29 | 32 | 22 | 20 | 12 | | | | | 56 |

| 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 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 38 | 42 | 30 | 30 | 19 | 26 | 17 | | | | | 53 |
| HSP | 29 | | | 33 | | | | | | | | 73 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 36 | 41 | 36 | 29 | 19 | 25 | 15 | | | | | 56 |

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 | 53% | 56% | -3% | 54% | -1% |
| 04 | 2023 - Spring | 47% | 58% | -11% | 58% | -11% |
| 03 | 2023 - Spring | 35% | 52% | -17% | 50% | -15% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 52% | 63% | -11% | 59% | -7% |
| 04 | 2023 - Spring | 32% | 64% | -32% | 61% | -29% |
| 05 | 2023 - Spring | 53% | 58% | -5% | 55% | -2% |

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

III. Planning for Improvement

Data Analysis/Reflection

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

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

Based on the 2023 F.A.S.T. Progress Monitoring 3 data, the greatest need for improvement would be in 3rd grade ELA and 4th grade Mathematics. The 2023 ELA data indicated that 3rd grade received 35% percent proficiency, 4th grade received 47% and 5th grade received 53% proficiency. The 2023 Mathematics proficiency for 3rd grade was 52%, 4th grade received 32% and 5th grade received 53%. 5th grade Statewide Science Assessment data indicated 48% proficiency.

The 2022 data indicates that Grade 3 ELA was 37% proficient, 47% of Grade 4 ELA was proficient, and Grade 5 ELA proficiency was 43%. The 2022 data indicates that Grade 3 Mathematics proficiency was at 39%, Grade 4 Mathematics was 39% proficient, and Grade 5 Mathematics proficiency was 31%. Science data indicates that Science proficiency for the 2021-2022 school year was 38%.

The transition from the FSA to the F.A.S.T., coupled with the transition between the LAFS/MAFS standards to the B.E.S.T standards were the contributing factors to this need for improvement. To address this need, teachers will be provided additional assistance by instructional coaches in understanding and implementing the new B.E.S.T. standards.

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

The area that showed the greatest decline as compared to the previous school year was 4th grade Mathematics with a 8% decline in proficiency.

Factors that contributed to this decline include a need for an emphasis on consistent, data-driven instruction in the primary grades in an effort to build a stronger foundation in mathematics.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had that greatest gap when compared to the state average is 4th grade mathematics with the state average being 29% higher than the student average at the school. Factors that contributed to this include a need for an emphasis on consistent, data-driven instruction in the primary grades in an effort to build a stronger foundation in mathematics.

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

Based on our assessment data, the 5th grade assessment data across all subject areas showed the most improvement in proficiency. This was a result of several after-school tutoring opportunities offered, consistent intervention, differentiated instruction implemented with fidelity, and an emphasis on data-driven instruction.

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

The Early Warning System data indicates that there are two potential areas of concern for the 2023-2024 school year. Grade 3 ELA is of concern as there are 20 total students from the 2022-2023 school year who were retained. The second potential area of concern is student attendance, specifically in the

primary grade levels. A total of 26 students from Kindergarten through 2nd grade were absent a minimum of 10% of the school year.

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

Our highest priorities for the 2023-2024 school year for school improvement are:

1. 3rd grade ELA proficiency
2. 4th grade Mathematics proficiency
3. Schoolwide science instruction
4. Our lowest 25%
5. Students who scored a Level 1 or 2 on F.A.S.T.

Area of Focus

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

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

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

According to the 2022-2023 5th grade science baseline data shows 20% of the Fair Game Standards were passed. Based on the data and the identified contributing factors of lack of accountability, lack of content knowledge and poor time management student readiness levels for 5th grade science do not exceed 20% proficiency, therefore we will implement the targeted element of science in instructional practice.

Measurable Outcome:

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

By the end of 2023-2024 school year, 50% of the students in all grades(K-4) will show mastery of the science standards on the district post-test.

Monitoring:

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

This area of focus will be monitored using pre-tests, quarterly exam and post-tests to modify instruction while utilizing all available resources.

Person responsible for monitoring outcome:

Joyce Jones (pr4021@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 that will be implemented is academic vocabulary. Academic vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, and associated with the content being taught. Teachers will collaborate and use data to drive their instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on the 2023 Statewide Science Assessment, data indicated that 48% of our 5th graders reached proficiency. With the implementation of additional resources and support, including STEAM and weekly in-class science labs, students will demonstrate an increase in science proficiency.

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.

If the SLT conducts an opening of school faculty/staff meeting to set expectations for science instruction in the 2023-2024 school year.

Person Responsible: Sharisse Willisams (shawilliams@dadeschools.net)

By When: 08/17-09/29

Progress monitoring will be in place to track student progress using pre-tests, quarterly exam and post-tests to modify instruction while utilizing all available resources.

Person Responsible: Sharisse Willisams (shawilliams@dadeschools.net)

By When: 08/17-09/29

Teachers will develop lessons focusing on science vocabulary which plays a critical role in improving vocabulary skills. As a result, students will be able to integrate vocabulary into science journals, labs and throughout the scientific process.

Person Responsible: Sharisse Willisams (shawilliams@dadeschools.net)

By When: 08/17-09/29

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

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

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

According to the 2022-2023 F.A.S.T/ S.T.A.R. PM 3 ELA data shows 40% of 2nd graders and 35% of 3rd graders were proficient in ELA compared to the district average of 49% (S.T.A.R) and 51% F.A.S.T. Based on the data and the identified contributing factors of high number of level 1 and 2 student readiness levels limit the ability to master grade level ELA standards, and we will implement the targeted element of ELA in instructional practice.

Measurable Outcome:

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

With the implementation of data driven instruction, the school's ELA proficiency across grade levels will increase by 25 percentage points as measured by students performance on FAST PM1 and FAST PM3 for 2023-2024 school year.

Monitoring:

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

This area of focus will be monitored by the leadership team who will conduct quarterly data chats, adjust groups based on current data in real-time, and follow-up with regular walk-through/observations to ensure that differentiation is aligned to current data and use with fidelity. Additionally, progress monitoring assessments and teacher made tests, will also be a focus to monitor and ensure the measurable outcome.

Person responsible for monitoring outcome:

Joyce Jones (pr4021@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 of: Differentiation. Differentiation will assist in accelerating the learning gains of our lowest 25 percentile as it is a systematic approach of instruction to meet the students' needs. Area of deficiency will be used to drive instruction in the area of the greatest need.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Oak Grove Elementary School will utilize differentiation instructions to ensure that teachers are using relevant, recent aligned data to plan lessons that are customized to student academic needs.

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 coaches will provide Professional Development for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student work folders and rotation charts.

Person Responsible: Joyce Jones (pr4021@dadeschools.net)

By When: 08/17-09/29

Classroom teachers will develop quality lesson plans that are inclusive of differentiated instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that directly impact areas of greatest concerns and reflect DI instruction.

Person Responsible: Joyce Jones (pr4021@dadeschools.net)

By When: 08/17-09/29

Progress monitoring will be in place to track student progress using intervention assessments and checkpoint assessments to modify instruction when needed. Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction.

Person Responsible: Joyce Jones (pr4021@dadeschools.net)

By When: 08/17-09/29

#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 end of the year staff school climate survey, only 55% of the staff reported walkthroughs conducted weekly by administration with 45% stating they occur monthly and 5% quarterly. We will implement the targeted element of culture and environment as related to administrative walkthroughs and feedback.

Measurable Outcome:

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

Eighty-percent of staff will report that classroom walkthroughs were conducted on a weekly basis.

Monitoring:

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

This area of focus will be monitored through the school climate survey.

Person responsible for monitoring outcome:

Joyce Jones (pr4021@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 will be empowering teachers and staff, leadership visibility and accessibility and celebrating successes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Supporting teachers and staff members will provide the support and encouragement needed for continuous improvement and motivation, thus lending itself towards student growth and achievement.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

At opening of school faculty and staff meeting, the SLT will provide teachers with clearly defined expectations as it pertain to classroom walkthroughs.

Person Responsible: Joyce Jones (pr4021@dadeschools.net)

By When: 08/17-09/29

Teachers will be provided with a walkthrough feedback form. As a result, teachers will implement feedback into improving instruction.

Person Responsible: Joyce Jones (pr4021@dadeschools.net)

By When: 08/17-09/29

Teachers will be recognized and celebrated at staff meetings based on classroom walkthroughs observations resulting in an increase of motivation and support.

Person Responsible: Joyce Jones (pr4021@dadeschools.net)

By When: 08/17-09/29

#4. 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.

In an effort to build teacher morale and recognition of their profession and success, spotlighting teachers and students will be implemented during the month of August, 2023. Teachers and students need to feel valued for their unique strength(s) and talents that they display daily. Teachers and students will be spotlighted monthly when caught doing something extraordinary for another teacher, administration, or student.

Measurable Outcome:

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

Spotlighting Success will assist in building a culture where teachers love their job and students strive for success in school. High teacher and student morale will help to build student academic achievement and character development.

Monitoring:

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

Spotlighting Teachers and students will be monitored by the faculty, staff, and administration. Everyone will be responsible for recognizing something extraordinary in someone else. Teachers and students caught doing something extraordinary will be awarded with a trophy to keep for one month and a gift.

Person responsible for monitoring outcome:

Joyce Jones (pr4021@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.)

Having a growth mindset where the goal is to recognize the individual talents of the students and teachers to encourage them to use their talents for the benefits of all.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students and teachers who are demonstrating exemplary character or attributes to help build a positive school culture will benefit as they strive for success and all academic areas.

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.

No action steps were entered for this area of focus

#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.

The 2022 subgroup data revealed that the Federal Index for students with disabilities is 33%, under the 41% threshold. Our school will focus on the strategy of differentiated instruction to increase the ELA proficiency of the SLD population above the 41% threshold.

Measurable Outcome:

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

If we effectively implement the strategy of Differentiated Instruction, our SLD population will demonstrate increased ELA proficiency and the Federal threshold will be at least 42%.

Monitoring:

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

The Leadership Team will conduct quarterly data chats and adjust instructional groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review lesson plans for indication of differentiation. Data Analysis of formative assessments will be reviewed monthly to observe progress.

Person responsible for monitoring outcome:

Joyce Jones (pr4021@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.)

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 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.

During grade level meetings provide Professional Development for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data. As a

result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups.

Person Responsible: Joyce Jones (pr4021@dadeschools.net)

By When:

Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible: Joyce Jones (pr4021@dadeschools.net)

By When: 08/17-09/29

Facilitate bi-weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible: Ejeanne Pierre (ejpierre@dadeschools.net)

By When: 08/17-09/29

Teachers will collaboratively develop data trackers that can be used to track assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible: Michele Alamo (malamo@dadeschools.net)

By When: 08/17-09/29

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).

Allocated funding for school resources is analyzed to ensure that our ESSA subgroup specifically related to Students with Disabilities receives the necessary resources for student achievement. Funding from this allocation is used for supplemental software that students use to close learning gaps and contribute to student achievement. Supplemental materials for intervention, before and after school tutoring, Saturday academy, and student-centered activities are also purchased. Other resources include student supplies that are provided to students to offer them all opportunities for student-centered learning.

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

The 2023 F.A.S.T./ S.T.A.R. assessment data indicates that 53% of Kindergartners, 28% of 1st graders and 29% of 2nd graders demonstrated proficiency (an average of only 33% of students in grade K-2 combined). In 2022, 52% of the students in grades K-2 scored below grade level. In order for these students to reach proficiency, more than one year's growth must be made on an annual basis to close the learning gap.

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

The 2023 F.A.S.T. assessment data indicates that 35% of 3rd graders, 47% of 4th graders, and 53% of 5th graders demonstrated proficiency (an average of 45% of students in grades 3-5 combined). In 2022, 57% of students in grades 3-5 scored below grade level on the FSA. In order for these students to reach proficiency, more than one year's growth must be made on an annual basis to close the learning gap.

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 implement the strategy of Differentiated Instruction, our ELA proficiency for the L25 population will increase between PM1 and PM3 by 10 percentile points.

Grades 3-5 Measurable Outcomes

If we implement the strategy of Differentiated Instruction, our ELA proficiency for the L25 population will increase between PM1 and PM3 by 10 percentile 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.

This area of focus will be monitored for the desired outcome via the data provided on F.A.S.T., district topic assessments, iReady, teacher made assessments, and data chats that will be held with ELA teachers monthly. Frequent classroom walk-throughs to ensure that high quality instruction and evidence based best practices are being implemented with fidelity. Immediate feedback will be provided through formative and informal observation tools.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Alamo, Michele, malamo@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. During differentiation, individualized student instruction addresses gaps, reteaching, and remediation, all informed by standards-based formative assessment data. Areas of deficiency will be identified using on-going formative assessments. Data from these assessments will be used to drive instruction in the areas of greatest need.

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?

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. During differentiation, individualized student instruction addresses gaps, reteaching, and remediation, all informed by standards-based formative assessment data. Areas of deficiency will be identified using ongoing formative assessments. Data from these assessments will be used to drive instruction in the areas of greatest need.

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 |
|---|---|
| 08/17/23-09/29/23: Assess students using district formative assessments. Reteaching and remediation informed by standards-based formative assessment data will be utilized. Areas of deficiency will use ongoing, formative assessments. Data from these assessments will be used to drive instruction in the areas of greatest need. Literacy Coaches will support and train teachers in creating lesson that directly impact areas of greatest concern. Facilitate professional development for teachers to learn ways to improve literacy development and fundamental skills to support ELA. | |
| 08/17/23-09/29/23: Literacy Coaches will conduct professional development workshops during collaborative planning to address the area of focus for K-5 teachers. Coaches will provide resources to address gaps in ELA. Coaches will guide team conversations about vertical alignment between grade levels on standards missed at the end of 2022-2023 school year. Coaches will also facilitate professional development for teachers to learn technology, digital tools, and additional curriculum resources to strengthen the academic learning experience. | Alamo, Michele, malamo@dadeschools.net |
| 08/17/23-09/29/23: Assess students using district formative assessments. Literacy Coaches will support teachers in implementing lessons that directly impact areas of greatest concern. Professional development for teachers to learn various ways to improve literacy development and fundamental skills to support ELA will also be facilitated. Coaches will also guide ELA teachers in the use of new curriculum resources, adopted textbooks and resources. | |

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 is shared with stakeholders during the Opening of Schools Title I meeting. It is read to all stakeholders, explained, and shared on the school website. A copy of the SIP and Title I meeting information is also kept in the Parent Resource Room which is open for all parents to enter and use throughout school hours.

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))

Positive relationships with parents, families, and other stakeholders are built by offering several opportunities and meetings to attend throughout the school year. Parent conferences, parent conference nights, parent meetings, EESAC meetings, Open House, and Parent Academy are all among list of opportunities stakeholders are offered to enter the school, engage with faculty and staff, and contribute to the positive school culture and climate. The school website is also another tool that is used as a means for parent communication and involvement. <http://www.oakgroveelementary.dadeschools.net>

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

Oak Grove Elementary plans to strengthen the academic program and increase quality learning and program enrichment through remediation. Remediation includes intervention, before school tutoring, after school tutoring, and Saturday Academy. Teachers also follow the district pacing guides along with the corresponding curriculum, incorporate data driven instruction, and attend professional development for continued learning that will further advance instruction.

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))

Our school counselor will continue to meet with students on a weekly basis to discuss school and personal problems and provide them with the resources and the emotional support they need to be successful in school. Our counselor will promote and highlight "Values Matter" daily on the morning announcements and continue to implement the our school's Perfect Attendance Poster incentive for homeroom classes. This incentive will promote school spirit and stress the importance of daily school attendance. The administrators, teachers and counselor as well as support staff will consistently involve parents in school activities, events and meetings to ensure that they are informed and a part of the teaching and learning process at our school.

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))

n/a

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).

n/a

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))

n/a

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))

Oak Grove offers a Transition to Kindergarten program in which early childhood students have an opportunity to meet their future Kindergarten teachers and experience classroom time with their future teachers to assist with adjusting to traditional elementary school programs.

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: Science | \$0.00 |
| 2 | III.B. | Area of Focus: Instructional Practice: ELA | \$0.00 |
| 3 | III.B. | Area of Focus: Positive Culture and Environment: Other | \$0.00 |
| 4 | III.B. | Area of Focus: Positive Culture and Environment: Other | \$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.

Yes