Parkway Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Parkway Elementary School

1320 NW 188TH ST, Miami, FL 33169

http://pwe.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 faculty and staff of Parkway Elementary School believe that success in life is a product of positive attitude and action. Through this belief, we will provide students with the skills needed to achieve academic and behavioral excellence and become lifelong readers and learners. Through the use of technology and a direct instruction approach to literacy, Parkway Elementary School provides the foundation and skills needed for students to excel in all curriculum areas in elementary school and beyond.

Provide the school's vision statement.

Parkway Elementary School students will accept and meet the challenges of the 21st century by empowering students to develop critical thinking skills, literacy skills, and technology intuitiveness.

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
Fernandez, Maria	Principal	Monitor the Instructional Programs and School Operations Attend Professional Development Analyze Data Maintain as safe learning environment. Through the School's Advisory Committee, the leader collaborates in the school's decision-making process.
DaCosta, Althea	Assistant Principal	Monitor the Instructional Programs and School Operations Attend Professional Development Analyze Data Maintain as safe learning environment. Through the School's Advisory Committee, the leader collaborates in the school's decision-making process.
Edwards, Andrea	Instructional Coach	Provide Mathematics support to teachers. Analyze and disseminate data. Attend Professional Development sessions. Through the School's Advisory Committee, the leader collaborates in the school's decision-making process.
Leon, Geraldine	Instructional Coach	Provide Reading support to teachers. Analyze and disseminate data. Attend Professional Development sessions. Through the School's Advisory Committee, the leader collaborates in the school's decision-making process.

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.

Teachers provide input in developing the SIP. During Synergy, the School Team provided input in the development of the SIP. During the Opening of School Meeting, the faculty and staff provided input in the development of the SIP. The School's Advisory Committee (SAC) also provides input once the SIP has been reviewed and the SAC approves the SIP.

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 throughout the year, through Faculty Meetings and EESAC Meetings. During classroom walkthroughs, the administrators ensure that the action steps are implemented in order to

meet our goals. During the Impact Review Process, the SIP is monitored and revised, as needed, to ensure continuous improvement. At the mid-year point in the school year, the SIP is reviewed and revised, as needed.

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	96%
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)	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: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	3	4	8	1	2	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	4	22	6	3	0	0	0	35
Course failure in Math	0	0	2	11	4	8	0	0	0	25
Level 1 on statewide ELA assessment	0	0	0	11	6	11	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	4	3	16	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	11	21	6	15	0	0	0	56

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	3	15	7	14	0	0	0	39

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	11	0	0	0	0	0	11
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	8	6	12	8	4	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	14	19	8	0	0	0	43
Course failure in Math	0	0	1	7	10	8	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	9	8	7	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	8	15	10	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	4	22	20	12	0	0	0	58

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	14	17	13	0	0	0	46

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	2	9	0	0	0	0	0	11
Students retained two or more times	0	0	0	2	1	0	0	0	0	3

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	8	6	12	8	4	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	14	19	8	0	0	0	43
Course failure in Math	0	0	1	7	10	8	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	9	8	7	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	8	15	10	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	4	22	20	12	0	0	0	58

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	14	17	13	0	0	0	46

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	2	9	0	0	0	0	0	11
Students retained two or more times	0	0	0	2	1	0	0	0	0	3

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*	44	60	53	38	62	56	35		
ELA Learning Gains				58			37		
ELA Lowest 25th Percentile				67					
Math Achievement*	45	66	59	44	58	50	26		
Math Learning Gains				70			12		
Math Lowest 25th Percentile				67					
Science Achievement*	48	58	54	25	64	59	47		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	45	63	59	48			38		

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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	220
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	52

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	417
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				
ELL	46			
AMI				
ASN				
BLK	45			
HSP				
MUL				
PAC				
WHT				
FRL	42			

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				
ELL	55			
AMI				
ASN				
BLK	55			
HSP	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
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	44			45			48					45
SWD												
ELL	53			41							3	45
AMI												
ASN												
BLK	45			46			45				5	50
HSP												
MUL												
PAC												
WHT												
FRL	42			44			50				5	43

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	38	58	67	44	70	67	25					48
SWD												
ELL	40	64		45	79							48
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	39	57	73	44	72	83	26					47
HSP	40			40								
MUL												
PAC												
WHT												
FRL	39	60	67	46	73	67	23					48

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	35	37		26	12		47					38
SWD												
ELL	21			26								38
AMI												
ASN												
BLK	35	32		25	10		45					40
HSP	40			40								
MUL												
PAC												
WHT												
FRL	35	39		26	9		47					38

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

			ELA			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	56%	-8%	54%	-6%
04	2023 - Spring	46%	58%	-12%	58%	-12%

ELA						
Grade	Year	School	District	School- District Comparison	State	School- State Comparison
03	2023 - Spring	40%	52%	-12%	50%	-10%

MATH						
Grade	Year	School	District	School- District Comparison	State	School- State Comparison
03	2023 - Spring	40%	63%	-23%	59%	-19%
04	2023 - Spring	46%	64%	-18%	61%	-15%
05	2023 - Spring	48%	58%	-10%	55%	-7%

SCIENCE						
Grade	Year	School	District	School- District Comparison	State	School- State Comparison
05	2023 - Spring	36%	50%	-14%	51%	-15%

III. Planning for Improvement

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

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

The data component that showed the lowest performance was Science with a proficiency score of 46%. Science Labs were incorporated into the curriculum as well as creating a Science Academy to help develop student mastery of the standards which allowed for an increase in student proficiency levels. This is an increase of 21 percentage points.

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

The data component that showed the greatest decline from the previous year was Mathematics. When compared to the 2022 school year, the Mathematics scores for 2023 increased in proficiency. However, in comparison to the 2023 ELA and Science scores, they show the lowest "decline" of eight percentage points.

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

The data component that had the greatest gap when compared to the District average was Science. The district proficiency was 52%, while ours was 46%. A contributing factor may be the number of students with a substantial reading deficiency.

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

The data component that showed the most improvement was ELA. Implementing Differentiated Instruction with fidelity and using the resources provided by the District allowed our students to show proficiency in this component. Also, having an interventionist for a longer portion of the school year was another benefit.

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

Based on the EWS data, 75% of our enrolled students are "substantial reading deficient."

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

1. The first priority is increasing the number of students who are proficient in Reading.
2. The second priority is increasing the number of students who are proficient in Mathematics.
3. The third priority is to increase the number of students who are proficient in Science.

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 FAST PM3 data, 39% of 3rd grade students were proficient in ELA, as compared to the State average of 50% and the District average of 52%. Based on the data and the identified contributing factors: student readiness, attendance, and differentiated instruction, we will implement the Targeted Element of Differentiated Instruction.

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

With the implementation of Differentiated Instruction, an additional 6% (for a total of 45%) of the 3rd grade students will score at grade level or above in the area of ELA by FAST PM3.

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

The Leadership Team will conduct walkthroughs to ensure that the students are grouped based on the data, and that the resources are aligned.

Person responsible for monitoring outcome:

Maria Fernandez (pr4341@dadeschools.net)

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

Within the Targeted Element of Differentiation, our school will focus on the Evidence-based Intervention of: Differentiated Instruction. Differentiated Instruction will assist with tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

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

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. This evidence-based intervention was chosen because, if implemented with fidelity, the students' proficiency will increase. The expected outcome is that 45% of the third grade students will be proficient in Reading.

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.

Monthly - Conduct fluency checks to improve comprehension. As a result, students will develop their comprehension skills by increasing their fluency rate.

Person Responsible: Geraldine Leon (gvallecillo@dadeschools.net)

By When: From August 28, 2023 through September 28, 2023

9/18 - 10/20 - After AP1, teachers will realign students when creating their DI groups. As a result, students will be properly grouped to better meet their academic needs.

Person Responsible: Geraldine Leon (gvallecillo@dadeschools.net)

By When: From September 18, 2023 through September 28, 2023

Ongoing - We will increase the number of incentives to improve student attendance. As a result, students will be motivated to attend school daily.

Person Responsible: Althea DaCosta (adacosta@dadeschools.net)

By When: August 28,2023 through September 28, 2023

#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 Science State Assessment data, 46% of 5th grade students were proficient in Science, as compared to the State average of 51% and the District average of 50%. Based on the data and the identified contributing factors of: high number of Level 1 and 2 ESOL students, student readiness levels limit the ability to master grade levels tasks. We will implement the Targeted Element of Science.

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, an additional 5% (for a total of 51%) of the 5th grade students will score at grade level or above in the area of the State-wide Science Assessment by May 2024.

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

The Leadership Team will conduct walkthroughs to ensure that the IFC's have been created and that trackers are being completed by the teachers.

Person responsible for monitoring outcome:

Maria Fernandez (pr4341@dadeschools.net)

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

Within the Targeted Element of Science, our school will focus on the Evidence-based Intervention of: Data-Driven Instruction. Data-Driven Instruction uses assessment, analysis, and actions to inform instructional planning and delivery. The evidence-based interventions will include Bell-Ringers to provide remediation based on the Topic Assessment data, Instructional Focus Calendars, and flexible grouping.

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

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students' needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes. Based on the evidence-based intervention, students will demonstrate increased proficiency on the area of Science.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Monthly - Develop an instructional focus calendar (IFC) to ensure that the essential labs are completed according to the pacing guide. As a result, students will develop mastery of the benchmarks.

Person Responsible: Althea DaCosta (adacosta@dadeschools.net)

By When: September 10, 2023 through September 22, 2023

Ongoing - Interactive student journals will be used to enhance student learning. As a result, students will utilize them as a reference.

Person Responsible: Andrea Edwards (amedwards@dadeschools.net)

By When: August 21, 2023 through September 28, 2023

August 21, 2023 through September 28, 2023, Data trackers will be used to monitor Topic Assessments. As a result, teachers will be able to differentiate instruction based on student performance.

Person Responsible: Andrea Edwards (amedwards@dadeschools.net)

By When: September 13, 2023 through September 28, 2023

#3. Positive Culture and Environment specifically relating to Early Warning System

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

According to the 2022-2023 attendance bulletin data, a total of 24 students had attendance below 90%. Based on the data and the identified contributing factors of: transportation issues and student illness, we will implement the Targeted Element of Early Warning Systems.

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

We will decrease truancy by at least 4 students for a total of 20 students or less having attendance below 90%. By implementing the Targeted Element of Attendance Initiatives, learning opportunities will be maximized to full potential. In turn, this will improve student achievement as they strive towards proficiency in their academic learning by May 2024.

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

The Attendance Review Committee (ARC) will meet monthly to address the needs of students who have excessive absences. Parents will be involved in the conversations regarding their child's attendance. Truancy documents will be completed for students who have 15 or more unexcused absences.

Person responsible for monitoring outcome:
Maria Fernandez (pr4341@dadeschools.net)

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

Within the Targeted Element of Early Warning System, our school will focus on the Evidence-based Intervention of: Attendance Initiatives. Attendance Initiatives monitor students' attendance via the attendance bulletins and truancy reports. Initiatives include weekly student recognitions and quarterly celebrations.

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

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance. The rationale for selecting this strategy is because it allows students to receive immediate recognition for attendance and the quarterly celebrations provide a short-term goal that they can achieve.

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.

Teachers will monitor students' attendance daily and will report student absences via the Student Case Management System after three, five, ten, and fifteen absences. Parents will be contacted regarding absences and late arrivals on a daily basis. We will monitor the attendance of those students with five or more absences on an ongoing basis and provide tiered attendance interventions, as needed.

Person Responsible: Althea DaCosta (adacosta@dadeschools.net)

By When: August 28, 2023 through September 28, 2023

Beginning in September and thereafter, teachers will create a support system that include programs specific to strengthening collaboration which ensure that impacted students receive the assistance needed to attend school. Social Emotional Learning will be supported by the School Counselor and the Mental Health Liaison.

Person Responsible: Maria Fernandez (pr4341@dadeschools.net)

By When: August 28, 2023 through September 28, 2023

Starting August 28, 2023, an attendance incentive will be implemented. During the morning announcements, students' names are called and asked "Are you here?" to receive an incentive for being in attendance.

Person Responsible: Maria Fernandez (pr4341@dadeschools.net)

By When: August 28, 2023 through September 28, 2023,

#4. ESSA Subgroup specifically relating to Hispanic

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

Based on the 2022-2023 data, 50% of the Hispanic subgroup in grades 3-5 were proficient. Intervention and Differentiated Instruction will be implemented to remediate skills in order to increase proficiency. Students reading below grade level will receive targeted intervention and DI with the appropriate resources. Additionally, they will be provided with extended learning opportunities. For students who are below at least two grade levels, we will convene a LEP Committee Meeting to discuss a plan for remediation. The contributing factor for selecting this sub-group is that the students under-performed, in comparison to the other subgroups.

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

With the implementation of differentiation, the Hispanic subgroup in grades 3-5 will increase Reading proficiency by at least 5 percentage points for a total of 55%, as demonstrated by Ongoing Progress Monitoring, i.e., bi-weekly assessments, Topic assessments, i-Ready data, and FAST progress monitoring results by May 2024.

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

The area of focus will be monitored by data conversations, collaborative planning, student work, standards-based student grades, classroom walkthroughs, formal observations, parent/teacher home connections, i-Ready reports, Performance Matters reports, student engagement, and FAST assessments results.

Person responsible for monitoring outcome:

Maria Fernandez (pr4341@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.)

An evidenced-based strategy being implemented for this area of focus is Differentiated Instruction. This involves providing students with tiered lessons in order for all students to learn effectively, regardless of differences in ability.

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

Differentiated Instruction allows re-teaching and remediation based on the students' deficiencies. The strategy is research-based and was selected because it is effective in remediating Reading and Mathematics deficiencies.

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 LEP committee will identify ELL students and convene to determine an appropriate academic plan of action to address the needs of the students. This will occur on an ongoing basis based on their DEUSS entry date.

Person Responsible: Althea DaCosta (adacosta@dadeschools.net)

By When: August 25, 2023 through September 28, 2023

Beginning on August 21, 2023, the Transformation Reading Coach will schedule Collaborative Planning Meetings on a weekly basis to support the teachers with best practices for ELL students as outlined in the pacing guide focused on DI.

Person Responsible: Geraldine Leon (gvallecillo@dadeschools.net)

By When: August 25, 2023 through September 28, 2023

Beginning on August 17, 2023, the administrators will conduct classroom walkthroughs to ensure that instructional delivery is consistent with the lesson plans that are created during Collaborative Planning. We will assess the quality of the instruction and provide feedback based on information gathered through data tracking.

Person Responsible: Maria Fernandez (pr4341@dadeschools.net)

By When: August 25, 2023 through September 28, 2023

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).

Based on the District and Title 1 budgets, the School Improvement Process is developed and monitored by the SAC on a monthly basis. The Interventions and hourly budgets are monitored bi-weekly by the principal to determine the appropriate expenditures.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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

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

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

According to the 2023 STAR Assessment PM3 data, K-2 students were 50% proficient. Based on this data, we will focus on differentiated instruction, as it will target the needs of the students and promote higher levels of proficiency.

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

According to the 2023 FAST PM3, 51% of the students in grades 3-5 were proficient. Based on this data, we will focus on differentiated instruction, as it will target the needs of the students and promote higher levels of proficiency.

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of differentiated instruction, an additional 5% of the K-2 population will score on or above grade level for a proficiency average of 55% by May 2024.

Grades 3-5 Measurable Outcomes

With the implementation of differentiated instruction, an additional 5% of the 3-5 population will score at grade level or above in the area of ELA by PM3 for a proficiency average of 56% by May 2024.

Monitoring

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

The Leadership Team will monitor the desired outcome via ongoing classroom walkthroughs. The Administrators will monitor via ongoing formal and informal observations. The Leadership Team will conduct data chats, adjust groups based on current data in real time, and follow up with regular classroom walkthroughs to ensure that differentiated instruction is aligned to current data. The ongoing monitoring will impact student achievement by providing support to teachers and students, and ensuring that interventions are implemented with fidelity.

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

DaCosta, Althea, adacosta@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?

Our school will focus on the evidence-based strategy of: Differentiated Instruction. Differentiated Instruction will assist in accelerating the proficiency levels of our
students as it is a systematic approach of instruction that occurs on a daily basis, and it is used to meet the students' academic needs. Data-driven instruction will be monitored through the use of trackers to drive instructional planning.

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 was selected because it is research-based and proven to be an effective practice for remediation. Teachers will be utilizing relevant, recent, and aligned data to plan lessons that are customized to student needs and increase student engagement. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available. For Grades K-2, teachers will utilize standards-aligned lessons to increase the PM3 proficiency.

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
Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and share best practices to increase student engagement. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.	Leon, Geraldine, gvallecillo@dadeschools.net
Teachers will tier students based on assessment data and develop lesson plans that are inclusive of DI instruction in order to provide remediation. During extended learning opportunities, teachers will be able to reteach the skills not mastered in DI. As a result, the ongoing progress monitoring will demonstrate an increase in students' proficiency.	Leon, Geraldine, gvallecillo@dadeschools.net
After the completion of FAST PM1 and i-Ready AP1, progress monitoring assessments, topic assessments, and OPMs will be analyzed and used to target individual student needs for planning purposes. As data is collected, Professional Development opportunities will be available in order to continue building teacher capacity.	Fernandez, Maria, pr4341@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 is shared with the staff via faculty meetings and the School Advisory Committee (SAC). A copy of the SIP is available in the main office and in the Parent Resource Office. The final SIP is posted on the school's website: www.parkwayes.net. The SIP is discussed at all faculty meetings and EESAC meetings.

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 invites parents to informational meetings, Open House, parent conferences, attendance review meetings, and EESAC meetings. Additionally, parents receive Parent Reports after each Progress Monitoring assessments, in Reading and Mathematics. The final Family Engagement Plan is posted on the school's website: www.parkwayes.net.

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

The school provides extended learning opportunities as well as Winter and Spring Break Academies and summer school. The school follows the District's pacing guides and creates Instructional Focus Calendars in order to maximize the learning time. Additionally, Attendance Review Committee meets with parents of students who are truant.

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))

The school collaborates with Federal, State, and local services as delineated by the state statues whereby all students receive free breakfast and lunch, housing services as needed, military family assistance, as needed, SEL services, Title III supplemental services, interventions, and extended learning opportunities. Parents are supported by the Student Services team and the Community Involvement Liaison. Additionally, the District provides numerous parent workshops and a new two-way texting communication initiative.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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

The school's Student Services Team provides individual and group counseling as well as classroom presentations regarding mental health services and bullying prevention, anti-drug programs, and anti-violence programs. Additionally, the Students Services Team refers families to outside agencies as needed.

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

N/A

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

The MTSS team monitors teacher referrals and student data to identify and address problem behaviors and provide intervention using the MTSS process. Students are monitored using the different tiers of instruction which allows the MTSS team to make informed decision based on students' needs.

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 the opportunity to participate in professional learning opportunities based on the areas of need. The school will offer a professional learning to the teachers in the area of Differentiated Instruction in order to strength the data-driven instruction. Beginning teachers are offered additional support through the Mentoring and Induction of New Teachers program (MINT) to strengthen their capacity.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The preschool students participate in an school site field trip to Kindergarten classes to observe the Kindergarten routines. Additionally, a Transition to Kindergarten meeting is held for parents to provide essential information regarding the Kindergarten curriculum and program.

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: Early Warning System	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Hispanic	$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