Kelsey L. Pharr Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Kelsey L. Pharr Elementary School

2000 NW 46TH ST, Miami, FL 33142

http://kelseypharr.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.

Our school empowers all stakeholders to embrace learning, achieve their personal best and build their academic, emotional and social well-being in a family enriched atmosphere.

Provide the school's vision statement.

To develop well rounded, confident, and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, safe, and supportive environment in which everyone is treated with respect and equity.

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
Parrimore, Keith	Principal	Keith Parrimore will, along with the administrative team, collaborate with teachers in disaggregating, analyzing, and interpreting data. Provide feedback and information for the appropriate implementation of data-driven instruction.
Sanchez, Jessiann	Assistant Principal	The Assistant Principal provides support to the instructional leaders and MTSS/RtI school-based team to ensure the distribution/collection of data and the implementation of intervention for identified students. The Assistant Principal monitors the MTSS/RtI intervention groups and checks that professional development activities are applied to classroom environments/structures with fidelity. Additionally, the Assistant Principal disseminates District mandated, research-based professional development strategies and initiatives with faculty that support/sustain differentiated instruction.
Barona, Gabriella	Reading Coach	The Leadership Team members will develop, lead, and evaluate school core content standards/programs; identify and analyze curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with Curriculum Support staff to identify appropriate, evidence-based intervention strategies; assist with intervention groups and differentiated instruction. Collaborate with teachers in disaggregating, analyzing, and interpreting data. Provide feedback and information for the appropriate implementation of data. They will also assist with integrating core instructional activities/supplemental materials with Tier 2 and 3 instructions, collaborate and support teachers through planning, modeling, co-teaching, and instructional delivering. Assist teachers with classroom organization, materials, and the coaching model utilizing evidence-based instructional strategies that improve students' academic success.
Hernandez, Mayra	Math Coach	The Leadership Team members will develop, lead, and evaluate school core content standards/programs; identify and analyze curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with Curriculum Support staff to identify appropriate, evidence-based intervention strategies; assist with intervention groups and differentiated instruction. Collaborate with teachers in disaggregating, analyzing, and interpreting data. Provide feedback and information for the appropriate implementation of data.

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 process of involving stakeholders in the School Improvement Plan (SIP) development, as stipulated by ESSA section 1114(b)(2), is a comprehensive approach to harness diverse perspectives and expertise for enhancing schools. Key stakeholders include the school leadership team, teachers, staff,

parents, secondary school students, families, and community/business leaders.

The process begins by identifying these stakeholders and establishing clear communication channels. Outreach efforts inform stakeholders about the SIP development process, encouraging their active participation. Engaging meetings, such as town halls and workshops, provide platforms for stakeholders to express thoughts and concerns related to school improvement.

During these meetings, stakeholders contribute valuable feedback on the school's strengths, weaknesses, and potential opportunities. Methods like surveys and discussions aid in gathering input. Collaborative planning sessions follow, wherein stakeholders collectively brainstorm strategies for inclusion in the SIP. Diverse perspectives enrich the planning process, ensuring well-rounded strategies.

The collected input is then analyzed, identifying recurring themes and suggestions. This data, coupled with educational research, guides the drafting of the SIP. The plan outlines specific goals, actions, and measurable objectives for advancing student achievement and overall school performance.

Stakeholders are given the opportunity to review the draft SIP, inviting their feedback for accuracy and inclusion. The finalized SIP incorporates stakeholder insights, becoming a comprehensive roadmap for improvement.

As the SIP is implemented, stakeholder engagement remains pivotal. Regular progress updates are shared, and ongoing feedback is sought to ensure alignment with stakeholders' expectations. This participatory approach not only acknowledges stakeholders' input but also promotes ownership and commitment to the plan's success.

The process recognizes that stakeholder involvement is an ongoing effort. Periodic reviews and opportunities for input ensure that the SIP remains responsive to evolving needs. Continuous engagement fosters a sense of shared responsibility and sustains the momentum of improvement initiatives.

In conclusion, involving stakeholders in the SIP development process under ESSA 1114(b)(2) is a dynamic and inclusive approach. By gathering input, collaborating on strategies, and integrating diverse perspectives, the process ensures that the resulting SIP is comprehensive, actionable, and aligned with the needs and aspirations of the entire school community.

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 School Improvement Plan (SIP) will undergo consistent monitoring and adaptive revision to ensure its effectiveness in enhancing student achievement, as per ESSA 1114(b)(3). Regular monitoring mechanisms will be implemented to assess the plan's implementation and impact, particularly in addressing the achievement gap among students.

To monitor the SIP's implementation and impact, the school will employ various strategies. These include regular data collection on student performance, academic growth, and other relevant metrics aligned with the State's academic standards. These data points will be analyzed to gauge progress and identify trends, particularly focusing on students facing the greatest achievement gaps.

In addition to quantitative data, qualitative assessments will be conducted through classroom observations, surveys, and stakeholder feedback. These assessments will provide insights into the

effectiveness of instructional strategies, interventions, and support services outlined in the SIP.

If discrepancies or areas of concern emerge during monitoring, the school will initiate a thorough review of the plan. This review process will involve convening relevant stakeholders, such as teachers, administrators, parents, and community leaders, to assess the plan's impact and identify necessary adjustments.

The revision process will be a collaborative effort, drawing on both qualitative and quantitative data. Strategies that have proven effective in closing achievement gaps will be retained, while areas requiring improvement will be addressed through revised action steps, interventions, or resource allocation.

Continuous improvement will be a cornerstone of the revision process. The school will establish a clear timeline for revisiting and updating the SIP based on ongoing monitoring results. Stakeholders will be engaged in reviewing the plan's progress and offering input on modifications.

In conclusion, the school's commitment to monitoring, assessment, and collaborative revision will ensure the SIP's alignment with the State's academic standards and its effectiveness in addressing achievement gaps. Through a data-driven approach and active stakeholder involvement, the plan will evolve to better meet the needs of students, foster continuous improvement, and advance the goal of enhanced 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	100%
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: B 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	

DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	15	7	10	5	8	0	0	0	45
One or more suspensions	0	0	1	3	1	1	0	0	0	6
Course failure in English Language Arts (ELA)	0	0	3	19	8	3	0	0	0	33
Course failure in Math	0	0	0	9	7	6	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	9	8	17	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	7	5	15	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	18	20	28	13	23	0	0	0	102

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	1	15	11	16	0	0	0	43

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	9	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	13	9	4	5	6	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	18	9	8	0	0	0	35
Course failure in Math	0	0	0	5	4	5	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	7	4	31	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	2	5	12	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	23	10	32	0	0	0	66

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	0	10	7	21	0	0	0	38

The number of students identified retained:

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

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	13	9	4	5	6	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	18	9	8	0	0	0	35
Course failure in Math	0	0	0	5	4	5	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	7	4	31	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	2	5	12	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	23	10	32	0	0	0	66

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	0	10	7	21	0	0	0	38

The number of students identified retained:

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

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*	40	60	53	36	62	56	28		
ELA Learning Gains				48			22		
ELA Lowest 25th Percentile				52			33		
Math Achievement*	60	66	59	54	58	50	34		
Math Learning Gains				72			32		
Math Lowest 25th Percentile				83			38		
Science Achievement*	15	58	54	45	64	59	48		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	44	63	59	49			46		

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	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	216
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	439
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	14	Yes	3	1
ELL	39	Yes	1	
AMI				
ASN				
BLK	45			
HSP	42			
MUL				
PAC				
WHT				

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%
FRL	44			

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	34	Yes	2	
ELL	51			
AMI				
ASN				
BLK	58			
HSP	52			
MUL				
PAC				
WHT				
FRL	55			

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	40			60			15					44
SWD	7			20							2	
ELL	34			59			14				5	44
AMI												
ASN												
BLK	42			57			15				4	
HSP	38			63			15				5	44
MUL												

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
PAC												
WHT												
FRL	39			59			16				5	48

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	36	48	52	54	72	83	45					49
SWD	19	41		33	71		8					
ELL	30	56	60	41	66	80	29					49
AMI												
ASN												
BLK	38	42	45	59	78	85	57					
HSP	33	53	58	47	64	82	30					49
MUL												
PAC												
WHT												
FRL	36	48	52	54	72	83	45					49

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	28	22	33	34	32	38	48					46
SWD	15	30		10	27							
ELL	19	25	40	32	28	50	10					46
AMI												
ASN												
BLK	26	16		33	37		78					
HSP	23	25	40	33	28	45	25					46
MUL												
PAC												
WHT												
FRL	27	22	33	35	32	38	48					46

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	20%	56%	-36%	54%	-34%
04	2023 - Spring	34%	58%	-24%	58%	-24%
03	2023 - Spring	44%	52%	-8%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	76%	63%	13%	59%	17%
04	2023 - Spring	55%	64%	-9%	61%	-6%
05	2023 - Spring	28%	58%	-30%	55%	-27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	11%	50%	-39%	51%	-40%

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.

*5th grade Science demonstrated the lowest performance at 14% proficiency. Some of the contributing factors were the 5th grade teacher's unwillingness to implement best practices for Science in the classroom. This included limited opportunities for student-led inquiry, evidence-based claims, and application of their learning. Much of the instruction during Science was teacher led and there were limited opportunities for critical thinking and engaging in purposeful discussion with peers. In addition, targeted questioning strategies were missing from instruction, which impeded students' ability to make connections in their learning.

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

*5th grade Science showed the greatest decline. The current proficiency was at 14% compared to 47% for the 2021-2022 school year. Some of the contributing factors were the 5th grade teacher's unwillingness to implement best practices for Science in the classroom. This included limited opportunities for student-led inquiry, evidence-based claims, and application of their learning. Much of the instruction during Science was teacher led and there were limited opportunities for critical thinking and engaging in purposeful discussion with peers. In addition, targeted questioning strategies were missing from instruction, which impeded students' ability to make connections in their learning.

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.

*5th science showed the greatest gap when compared to the state average of 50%. The current science proficiency scores show 14% proficiency which is a gap of 36 percentage points. Much of the instruction during Science was teacher led and there were limited opportunities for critical thinking and engaging in purposeful discussion with peers. In addition, targeted questioning strategies were missing from instruction, which impeded students' ability to make connections in their learning.

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

4th grade ELA showed the most improvement based on the FAST PM3 Assessment. Overall, 4th grade ELA showed a 48% proficiency. Classroom walkthroughs and data driven instruction greatly assisted with meeting individual student needs while also supporting and building upon the teachers capacity. With a new teacher to MDCPS, Coach Teacher Collaboration Cycles were used throughout the school year to assure proper Tier 1 instruction was taking place in the classroom. The teacher participated in weekly common planning meetings to discuss the weekly standards and plan activities that supported student mastery. Tier 2 and Tier 3 interventions took place throughout the school year to assist in closing student achievement gaps.

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

5th grade data has shown to be an area of concern. Although students may reach proficiency in 4th grade, there has been a trend identified with a higher percentage of students not able to maintain proficiency in 5th grade. Based on FAST PM3, 5th grade showed the lowest percentage of proficient students compared to achievement in 3rd and 4th grade. 5th grade data demonstrated 22% proficiency in ELA, 33% proficiency in Mathematics, and 14% proficiency in Science. Maintaining rigorous Tier 1 instruction and developing data driven differentiated instruction will assist in closing achievement gaps between grade levels.

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

1-student attendance continues to be a priority. Attendance of students missing 10 or more days improved by 20 percentage points from the 2021-2022 school year to the 2022-2023 school year. This year it is the goal to continue to decrease the number of students who have 10 or more days absent and improve that by 5 percentage points.
2-3rd grade ELA has continued to improve in proficiency. This year the focus in 3rd will continue to be on proficiency and to increase the number of students who score a Level 3 or above on PM3.
3-intervention- Intervention will again be at the forefront of instruction to ensure that we are not only meeting proficiency but also closing the gaps for students who are not on grade level.
4-STEAM- The push for steam designation is a high priority this school year. Increasing the participation

in STEAM activities throughout the school year will assist in increasing the overall academic achievement of students in science, which is an area of concern.

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 Benchmark-aligned Instruction

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

According to the 2022-2023 NGSSS (Next Generation Sunshine State Standards) 5th grade Science assessment, 14% of 5th grade students were proficient in Science, compared to 47% in 2021-2022. Based on the data and the identified contributing factors of limited student inquiry and implementation of best practices, we will implement the Targeted Element of benchmark-aligned 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 best practices, as well as data-driven and benchmark-aligned instruction, 30% of the 5th grade students will increase in proficiency by the end of year assessment. Proficiency in each topic assessment will be measured to determine progression toward the end of year assessment goal.

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

The School Leadership Team will conduct data chats after each quarter. The School Leadership Team will follow up with consistent, focused walkthroughs to ensure quality standards-aligned instruction is taking place. The SLT will conduct data analysis of formative assessments monthly to observe proficiency. The SLT will create an online tracker to monitor Topic Assessment data, which will take place bi-weekly. During SLT meetings, data will be analyzed to ensure students are demonstrating proficiency by standards. Extended learning opportunities will be provided to those students who are not meeting proficiency on assessments.

Person responsible for monitoring outcome:

Jessiann Sanchez (sanchezj@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.)

Establishing and Implementing Instructional Framework

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

The evidence-based intervention of establishing and implementing an instructional framework will assist the 5th grade teacher in focusing on classroom instruction. The teacher will participate in weekly collaborative planning to review best classroom practices related to Science inquiry and instruction.

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.

Create a school wide calendar delineating sense making lessons and essential labs.

Person Responsible: Jessiann Sanchez (sanchezj@dadeschools.net)

By When: 8/18/2023

Provide NGSSS-focused professional development: Offer professional development workshops and training sessions specifically designed to deepen teachers' understanding of NGSSS and effective instructional strategies aligned with the standards. Provide resources and guidance on how to implement inquiry-based learning and integrate the three dimensions of NGSSS (disciplinary core ideas, science and engineering practices, and crosscutting concepts) in the classroom.

Person Responsible: Gabriella Barona (barona@dadeschools.net)

By When: 8/31/2023

Observation and Classroom Visits: Regular classroom observations will be conducted to assess the integration of sense-making lessons and NGSSS-aligned practices. This will provide insights into the application of instructional strategies, the incorporation of crosscutting concepts, and the use of inquiry-based learning.

Person Responsible: Keith Parrimore (kparrimore@dadeschools.net)

By When: 9/29/2023

#2. Instructional Practice specifically relating to Intervention

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

Incorporating interventions is crucial for fostering equitable education and enhancing student success. In 2022, 49% of the students made learning gains in ELA. By targeting personalized support to students facing learning challenges or academic gaps, interventions address diverse learning needs and promote inclusivity. Tailored interventions help prevent academic disparities from widening and encourage a growth mindset among both struggling and high-achieving students. This focus empowers educators to identify and address barriers to learning early on, enabling timely interventions that can significantly improve academic outcomes and increase the number of students making learning gains to at least 52%.

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

Building upon the 2022 data, the school aims to achieve an increase in student learning gains through targeted interventions in the 2023-2024 academic year. Specifically, the goal is to elevate the percentage of students making learning gains in English Language Arts (ELA) from 49% to 52%.

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

The implementation of targeted interventions for improved learning gains in ELA and Math will be rigorously monitored through data analysis, individual student tracking, collaborative professional learning communities, data-driven decision-making, parent and student engagement, and mid-year/end-of-year reviews. Regular data assessment will identify trends and individual progress, informing timely adjustments to intervention strategies. Collaborative discussions among educators will facilitate best practice sharing and strategy refinement. Engaging parents and students will provide insights beyond the classroom. Mid-year and end-of-year reviews will evaluate progress against goals.

Person responsible for monitoring outcome:

Jessiann Sanchez (sanchezj@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 implemented for this Area of Focus is Student Intervention using "Personalized Learning Pathways." This approach utilizes data-driven assessments to create tailored learning plans for students in ELA. Regular progress monitoring and educator collaboration ensure effectiveness. Parent involvement fosters a cohesive support system. This evidence-based strategy aims to individualize learning, address gaps, and improve learning gains in ELA.

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

The strategy of Intervention using "Personalized Learning Pathways" was chosen due to its evidence-based nature and focus on individual student needs. By tailoring instruction and resources, it directly addresses learning gaps in ELA. The approach's adaptability, small-group support, and progress monitoring align with data-driven decision-making, fostering targeted interventions. Its emphasis on collaboration with educators and parents creates a holistic support network.

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.

(August 14-25): Data Analysis and Assessment
Collect and analyze student assessment data from the previous year.
Identify specific learning gaps and areas of improvement in ELA.
Group students based on data (Tier 2 & Tier 3).

Person Responsible: Jessiann Sanchez (sanchezj@dadeschools.net)

By When: 8/25/23

(August 26-September 8): Teacher Training in Intervention Strategies
Provide targeted training sessions for teachers on evidence-based intervention strategies (Horizons).
Equip educators with tools to implement intervention program effectively.

Person Responsible: Gabriella Barona (barona@dadeschools.net)

By When: 9/8/2023

Develop and implement individualized support plans for progress monitoring for both Tier 2 and Tier 3 students. Collaborate with teachers to tailor interventions addressing identified learning gaps. Regularly review student progress, adjusting interventions as needed.

Person Responsible: Gabriella Barona (barona@dadeschools.net)

By When: 9/29/23

#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.

The recognition of early warning systems for student attendance as essential stems from data showing its link to academic success and engagement. Regular attendance correlates with better performance, while absenteeism indicates potential disengagement or challenges. This proactive approach aligns with educational goals to enhance student achievement and well-being. In 2020-2021, 18.37% of the students had 31 or more days absent. In 2021-2022, 5.90% of the students had 31 or more absences and in 2022-2023, 6.05% had 31 or more absences. Despite progress in the last 2 academic years, further strides are necessary to ensure all students consistently engage with their education.

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

The school's targeted outcome is to reduce the percentage of students with 31 or more days absent from the current 6.05% (2022-2023 school year) to 5% in the 2023-2024 school year. The objective is to enhance student attendance and engagement, fostering a more conducive learning environment. By implementing proactive measures, tailored interventions, and collaborative support systems, the aim is to achieve a substantial reduction in chronic absenteeism. This commitment aligns with the school's dedication to promoting student success, improving overall academic performance, and ensuring equitable access to quality education for all students.

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

The school has established a dedicated HERO attendance interventionist and an attendance review committee to spearhead its efforts in tackling chronic absenteeism. The HERO interventionist will work closely with students, families, and teachers to identify attendance challenges early and provide tailored support. The attendance review committee will conduct regular assessments of attendance data, analyze trends, and devise strategic interventions based on data-driven insights. This collaborative approach will allow for timely interventions, effective communication, and a holistic understanding of attendance issues. By leveraging these specialized resources, the school is poised to make significant strides in reducing high-absence rates and ensuring that every student has the opportunity to thrive academically.

Person responsible for monitoring outcome:

Jessiann Sanchez (sanchezj@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 implemented for this Area of Focus is Strategic Attendance Initiatives. This involves close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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

The evidence-based intervention of Strategic Attendance Initiatives has been chosen as it addresses chronic absenteeism comprehensively and strategically. Close monitoring and reporting of student absences enable timely identification of at-risk individuals, facilitating proactive interventions. Communication with parents through calls promotes awareness and shared responsibility for attendance. Home visits offer a personalized approach, fostering stronger connections between school and home

environments. Counseling and referrals to external agencies address underlying issues affecting attendance. Incentives for perfect attendance encourage positive behavior, reinforcing the importance of regular participation. This holistic strategy leverages a multi-tiered approach, catering to diverse student needs and circumstances. By combining these measures, the intervention maximizes the potential for reducing chronic absenteeism and promoting student engagement 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.

Data Assessment and Target Identification (8/14-8/21): During this period, the attendance team will thoroughly analyze attendance data from the previous academic year to identify patterns of chronic absenteeism and high-absence rates. By pinpointing specific students and grade levels with the most significant attendance challenges, the team can prioritize interventions for maximum impact.

Person Responsible: Jessiann Sanchez (sanchezj@dadeschools.net)

By When: 8/21/2023

Parent Communication and Engagement Strategy (8/22-9/8): Developing a parent communication plan is crucial. The team will create informative materials outlining the importance of attendance, its impact on student success, and available support resources. Regular phone calls, emails, and virtual meetings will be initiated to engage parents in a collaborative effort to improve attendance. The goal is to establish a strong partnership that fosters awareness and mutual commitment to addressing absenteeism.

Person Responsible: Mayra Hernandez (319231@dadeschools.net)

By When: 9/8/2023

Implementation of Incentive Program and Support Services (9/9-9/29): The attendance initiative (HERE) will kick off with the introduction of an incentive program for perfect attendance in each HR. The team will design and distribute recognition certificates, rewards, or other incentives to motivate students to attend classes consistently. Simultaneously, counseling sessions and referrals to external agencies will begin for students facing attendance-related challenges, ensuring a comprehensive support network is in place.

Person Responsible: Mayra Hernandez (319231@dadeschools.net)

By When: 9/29/2023

#4. ESSA Subgroup specifically relating to Students with Disabilities

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

Based on the 2023 data review, there is still a need to increase the proficiency of the Students with Disabilities subgroup. In Reading, 11% percent of students with disabilities reached FSA Proficiency. For Mathematics, 22% of the students with disabilities were proficient. We will focus on improving proficiency for the subgroup in both ELA and Math.

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 5% of students with disabilities will achieve proficiency in Reading and 5% in Mathematics by the 2023-2024 state assessment.

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

The School Leadership Team will conduct data chats to identify the students with disabilities who did not achieve proficiency. Differentiated instruction will be implemented in every classroom so that all student needs are met. Formative assessments will be used to monitor proficiency by standards/benchmarks. Students who are not meeting proficiency on assessments will have extended learning opportunities to assist in reaching proficiency.

Person responsible for monitoring outcome:

Gabriella Barona (barona@dadeschools.net)

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

Our school will focus on the evidence-based intervention of differentiated instruction. With the implementation of differentiated instruction, students will be provided with explicit instruction based on the needs of the student. Students will be able to acquire content, process, and increase comprehension skills, despite any differences in ability. Instruction and activities will be tailored to target the students individual needs. Topic assessments and bi-weekly assessments will provide data to ensure that students are mastering the standards.

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

Differentiated instruction will assure that students are provided with instruction that meets their individual needs. Students will receive tailored instruction to master the standards/benchmarks. Various data points such as topic assessments and bi-weekly assessments will be used to adjust instruction for each student.

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.

Identify students with disabilities not meeting proficiency in ELA and Mathematics based on the 2023 state assessment results.

Person Responsible: Jessiann Sanchez (sanchezj@dadeschools.net)

By When: 8/25/2023

Discuss various data points from topic assessments, iready, and growth monitoring of the targeted subgroups with individual teachers to plan differentiated instruction to meet the needs of the student.

Person Responsible: Jessiann Sanchez (sanchezj@dadeschools.net)

By When: 9/29/23

Follow up with common planning sessions and classroom walkthroughs to ensure differentiated instruction is taking place in every classroom.

Person Responsible: Gabriella Barona (barona@dadeschools.net)

By When: 9/29/23

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).

Develop a resource allocation plan that outlines how funding will be distributed to address identified needs. This plan should emphasize targeted interventions and enhanced learning opportunities. Allocate funding to interventionist positions, ensuring proper staffing to support struggling students. Additionally, allocate resources for extended learning opportunities, such as after-school programs or tutoring. Continuously monitor the impact of interventions and extended learning opportunities. Collect data on student progress and adjust resource allocations as needed to optimize outcomes. By integrating interventionists, extended learning opportunities, and data-driven decision-making, this process ensures that school improvement funding is utilized effectively to target areas of need and support student achievement.

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

Based on a review of 2023 data, the percentage of students in Kindergarten through grade 2 who are not on track to score Level 3 or above on the 3rd Grade ELA state assessment is 32%. This data shows that we are not meeting the unique needs of all learners. Therefore, it is evident that we must improve our ability to provide targeted intervention, extended learning opportunities, and differentiated instruction based on the needs of the students.

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

Based on a review of 2023 data, ELA proficiency for students in grades 3-5 is 41%. There are no Learning Gains
or Learning Gains for L25 students for the 2022-2023 school year. As a result of the data our school will target the area of ELA. We selected the overarching area of ELA based our findings that demonstrated that the percentage of students below Level 3 on the 2023 statewide standardized ELA assessment is 59%. This data shows that we are not meeting the unique needs of all learners. Therefore, it is evident that we must improve our ability to provide targeted intervention, extended learning opportunities, and differentiated instruction based on the needs of the students.

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

Each grade K-2 ELA class, implementing the Gradual Release of Responsibilities Model (GRRM) utilizing the B.E.S.T. Standards will increase at least 5 percentile points based on the new FAST Assessments when compared to the average percent of 32 on the 2023 FAST K-2 ELA results.

Grades 3-5 Measurable Outcomes

Each grade 3-5 ELA class, implementing the GRRM utilizing the new B.E.S.T. Standards will increase at least 4 percentage points based on the FAST Assessments when compared to the average proficiency of 41% on the 2023 Standardized, State Assessment ELA results.

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 School Leadership Team (SLT) will conduct quarterly data chats with ELA teachers. Teachers will adjust groups based on current progress monitoring data, and the SLT will follow up with weekly walkthroughs to ensure quality instruction is taking place. Administrators will consistently review weekly lesson plans for indication of GRRM for all students. Data Analysis of formative assessments of students will be reviewed bi-weekly to observe

progress. An online tracker will be created to monitor progress monitoring data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on the B.E.S.T. standards.

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

Parrimore, Keith, kparrimore@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?

Within the targeted element of ELA, our school will focus on the evidence-based strategy of: The Gradual Release of Responsibility Model (GRRM). The GRRM will focus on a structured system guiding the students through the learning process with statements explicitly depicting the purpose and rationale for the new skill. The GRRM will focus on four phases of learning guiding the students towards mastery of the learning target.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The Gradual Release of Responsibility Model (GRRM) will provide all students with a structured process that commences with providing the students with explicit instruction. The students will be guided through the process with statements discussing the purpose for utilizing the GRRM. The successful implementation of the
GRRM will enable students and teachers to advance through the four phases: clear explanations and demonstrations of the instructional target, provide strategic guided practice and feedback, gradually releasing students to practice the new skill collaboratively and eventually requiring students to demonstrate mastery of the learning target independently. GRRM 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. Students will also be provided with ongoing corrective feedback to improve their performance.

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
ELA Transformational Coach will provide professional development during collaborative planning on the GRRM.	Parrimore, Keith, kparrimore@dadeschools.net
The ELA teacher will engage the students through questioning, models, strategies and cues throughout the reading lesson.	Parrimore, Keith, kparrimore@dadeschools.net
Administration will conduct walkthroughs during the whole group block to monitor the implementation of the GRRM.	Parrimore, Keith, kparrimore@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.

www.kelseylpharrelementary.net
We will ensure transparent dissemination of the School Improvement Plan (SIP). Regular updates will be shared via school flyers, dedicated sections on our website, and parent-teacher meetings. We'll also host information sessions for families during Open House. For students and staff, the plan will be shared through classroom discussions and emails. To involve local businesses and organizations, we'll post on social media and host community forums and collaborate on projects. Our aim is to maintain open communication and provide accessible materials that all stakeholders can comprehend easily.

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))

www.kelseylpharrelementary.net
The school will foster positive relationships by organizing regular parent engagement events, workshops, and volunteer opportunities. The parents will be able to check the online portal for parents to track their child's progress and communicate with teachers. Collaborative projects involving community stakeholders will be initiated, aligning with our mission and student needs. Open communication channels, such as flyers and social media updates, will ensure parents are well-informed. This collective effort aims to create a supportive environment for students, fulfilling our mission through strong community partnerships.

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

The school plans to strengthen the academic program through the areas of focus chosen. The current areas of focus are: 1-Instructional Practice specifically relating to Benchmark-aligned Instruction 2-Instructional Practice specifically relating to Intervention 3-Positive culture and environment specifically relating to Early Warning Systems 4- ESSA Subgroups specifically relating to Students with Disabilities.

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

N/A

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

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

Our comprehensive approach includes accessible counseling services, school-based mental health resources, and specialized support services. Teachers play a pivotal role by identifying students who may benefit from these services and submitting referrals. These referrals are then carefully reviewed by our support team to assess needs.

Our dedicated counseling team offers one-on-one sessions, group workshops, and targeted interventions to address emotional, social, and mental well-being. Additionally, we provide mentoring programs, pairing students with caring adult mentors who offer guidance and support.

Specialized support services cater to diverse learning needs, offering individualized education plans (IEPs), English language support, and accommodations for students with disabilities. These services are tailored to each student's requirements, promoting inclusivity and personalized growth.

To keep parents informed, we maintain open communication through regular progress reports, parent-

teacher meetings, and a secure online platform where parents can track their child's development and access resources.

By offering a range of strategies to enhance skills outside of academics, we ensure that every student receives the necessary support to thrive emotionally, socially, and mentally within our school community.

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 school has established a comprehensive tiered model to proactively prevent and address behavioral issues among students, aligning with the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA). This model includes multiple tiers of intervention:

Tier 1 - Universal Supports: We implement schoolwide positive behavior interventions and supports (PBIS), fostering a positive and respectful school culture. Classroom expectations and behavior norms are clearly defined, and all students receive consistent behavior instruction.

Tier 2 - Targeted Interventions: Students who require additional support beyond Tier 1 are identified through data analysis and teacher referrals. These students benefit from small-group interventions, social skills training, and individualized behavior plans.

Tier 3 - Intensive Supports: For a smaller subset of students with persistent challenges, highly individualized behavior intervention plans (BIPs) are developed. This includes close collaboration with parents, counselors, and specialists to address specific needs.

Early intervening services are seamlessly integrated into this model. Collaborating with related services provided under IDEA, we ensure students' academic, behavioral, and social-emotional needs are met holistically. Our data-driven approach guides decision-making and ensures that interventions are effective.

Additionally, the ESSA mandate of coordination (ESSA 1114(b)(7)(iii)(III)) is upheld by aligning interventions and resources across academic and behavioral domains. Regular progress monitoring and review meetings involving teachers, counselors, and parents maintain a continuous improvement cycle, ensuring students receive the right support at the right time.

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))

Our school is committed to continuous professional growth for all staff members. Regular workshops and training sessions are organized to enhance teaching practices and the utilization of academic assessment data. Teachers engage in collaborative sessions to analyze assessment results, adapting instructional strategies to cater to individual student needs.

Paraprofessionals receive targeted training to provide effective support in classrooms, ensuring a

cohesive learning environment. We also facilitate workshops focusing on data interpretation, enabling them to contribute meaningfully to students' progress.

To address teacher recruitment and retention, we implement several strategies. We offer mentorship programs pairing experienced educators with new teachers, fostering a supportive community. Professional development opportunities are tailored to individual career goals, promoting growth within the school.

In all efforts, data-driven decision-making is central. We monitor the effectiveness of professional learning activities through assessments and feedback loops, ensuring that they align with our mission to provide quality education and support to every student.

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))

Collaborative planning aligns curriculum and teaching approaches, while transition meetings engage families and gather valuable insights. Social-emotional support is prioritized, addressing anxieties and promoting resilience. Parent engagement is promoted through workshops and resources, enabling families to aid their child's transition. Familiarity activities gradually introduce school routines and rules. Children receive supportive materials like books and videos for a positive outlook. Continuous assessment identifies challenges during transition, promptly offering assistance. This holistic approach fosters a smooth, confident shift to elementary school, establishing a strong foundation for academic and social development.

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: Benchmark-aligned Instruction**	$0.00
2	III.B.	**Area of Focus: Instructional Practice: Intervention**	$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: Students with Disabilities**	$0.00
		Total:	$0.00

Budget Approval

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

No