

Miami-Dade County Public Schools

# Gertrude K. Edelman/Sabal Palm School



2023-24

Schoolwide Improvement Plan (SIP)

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## Table of Contents

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>16</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>25</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>25</b>
<b>VI. Title I Requirements</b>	<b>28</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

## Gertrude K. Edelman/Sabal Palm

17101 NE 7TH AVE, North Miami Beach, FL 33162

<http://gkesp.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.**

It is our belief that a child-centered program creates an atmosphere in which children can develop academically, physically, socially, morally and emotionally to their fullest potential, in order to become contributing members of a technological and global society. Our primary needs continue to be academic and purpose-centered in nature.

#### **Provide the school's vision statement.**

Gertrude K. Edelman Sabal Palm Elementary school's vision is to empower students to become 21st century global learners and citizens. As a school of learners, we will: provide a safe environment conducive to learning, promote cultural respect as well as diversity and engagement in meaningful activities.

### 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
Guerra, Emirce	Principal	The school principal is responsible for the overall academic success of all students, fiscal management of the school site, and the safety of all stakeholders. The principal shares the school's common vision with stakeholders, develops the school's improvement plan (SIP), and aligns the SIP with the legal, financial and organizational structure of the school system. Furthermore, the principal ensures a positive school climate and morale and encourages healthy relationships among all stakeholders.
	Assistant Principal	The assistant principal supports the principal by engaging the faculty in data analysis with a particular emphasis on academics ensuring acceleration, remediation, and interventions are in place to address student learning. Together with the principal, the assistant principal collaborates and problem solves with the school leadership team to set goals for student learning. Additionally, the assistant principal helps to foster and create a positive learning environment for all stakeholders.
Foreman, Susan	SAC Member	As the Educational Excellence School Advisory Council (EESAC) Chairperson, Ms. Foreman works with the school principal to prepare the meeting agenda and is responsible for making sure that each meeting is planned appropriately and conducted by the constitution and bylaws of the EESAC. In performing the duties outlined above, Ms. Foreman actively contributes to fair and open discussions of matters aligned to the school's common vision as outlined by the principal and leadership team so that decisions are made collaboratively with all stakeholders.
Stanley, Princess	Math Coach	Ms. Stanley coordinates and monitors teacher planning to support the development of rigorous standard based lessons. She utilizes the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success. Additionally, she provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data and assists the administration in the interpretation of student assessment data to prioritize support. Ms. Stanley also assists classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students and supports the coordination and monitoring of intervention services to identified students.
Manuel, Nicole	Reading Coach	Ms. Manuel assists with the coordination and implementation of the K-12 Comprehensive Research- based Reading Plan and reading Intervention. Additionally, she attends trainings and disseminates the information to reading

Name	Position Title	Job Duties and Responsibilities
		teachers through grade level common planning sessions, monitors i-Ready and unit test data points which result in data chats with teachers about students' academic progress. Furthermore, she shares information with parents and other stakeholders during a variety of meetings (EESAC, SST, Title 1, parent, etc).
Beltz, David	Teacher, K-12	As a teacher representative on the school's leadership team, Mr. Beltz is responsible for communicating the school's common vision as outlined by the school principal and the leadership team to all grade-level teachers. Further, as a teacher representative, Mr. Beltz facilitates communicating teacher issues and concerns hindering student learning to the leadership team.

**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 process is crucial to ensure that the plan reflects a comprehensive and collaborative approach to enhancing the school's performance. The purpose and importance of the SIP to all stakeholders was communicated. The use of multiple channels such as email messages, school website and social media to inform stakeholders about upcoming engagement activities will be utilized. Meetings and workshops will be developed for different stakeholder groups. Surveys or questionnaires to gather feedback from stakeholders who might not be able to attend meetings will also be utilized throughout the year.

**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 will be monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards during all EESAC meetings. In addition the SIP will also be monitored for effectiveness during all phases of the timeline. During these scheduled EESAC meetings revision to the SIP will be made as needed. All revisions to the plan will be shared with all stakeholders as needed as well.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5



<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	98%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	14	7	4	3	6	6	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	7	13	8	3	0	0	0	31
Course failure in Math	0	2	6	13	10	4	0	0	0	35
Level 1 on statewide ELA assessment	0	0	0	25	16	26	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	27	20	36	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	10	26	33	17	35	0	0	0	135

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	1	2	6	24	15	26	0	0	0	74

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	4	14	2	0	0	0	0	21
Students retained two or more times	0	0	0	1	2	2	0	0	0	5

**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				13	8	9	12	5	6	0	0	0	53
One or more suspensions				0	0	0	0	0	0	0	0	0	
Course failure in ELA				0	0	4	22	4	5	0	0	0	35
Course failure in Math				0	0	2	12	1	6	0	0	0	21
Level 1 on statewide ELA assessment				0	0	0	8	6	18	0	0	0	32
Level 1 on statewide Math assessment				0	0	0	8	18	25	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.				0	0	9	30	12	27	0	0	0	78

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	1	14	8	15	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	9	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	0	2	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	1	12	8	5	3	6	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	13	6	4	0	0	0	27
Course failure in Math	0	0	3	12	9	9	0	0	0	33
Level 1 on statewide ELA assessment	0	0	0	14	13	12	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	11	17	16	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	14	12	35	18	14	0	0	0	93

**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	1	0	6	16	14	13	0	0	0	50

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	4	14	2	0	0	0	0	21
Students retained two or more times	0	0	0	1	1	1	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*	47	60	53	53	62	56	39		
ELA Learning Gains				71			37		
ELA Lowest 25th Percentile				70			33		
Math Achievement*	38	66	59	48	58	50	29		
Math Learning Gains				81			28		
Math Lowest 25th Percentile				77			24		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	24	58	54	42	64	59	18		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	53	63	59	55			55		

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

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

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	211
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	22	Yes	1	1
ELL	34	Yes	1	
AMI				
ASN				
BLK	38	Yes	1	
HSP	47			
MUL				
PAC				
WHT				
FRL	40	Yes	1	

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	47			
ELL	63			
AMI				
ASN				
BLK	60			
HSP	60			
MUL				
PAC				
WHT				
FRL	61			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			38			24					53
SWD	27			23			17				3	
ELL	39			30			23				5	53
AMI												
ASN												
BLK	42			33			22				5	54
HSP	53			42			21				5	48
MUL												
PAC												
WHT												
FRL	42			35			26				5	53

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	53	71	70	48	81	77	42					55
SWD	31	65		42	71		20					50
ELL	53	76	81	46	84	73	38					55
AMI												
ASN												
BLK	52	71	69	48	79	71	36					54
HSP	50	71		41	79		64					56
MUL												
PAC												
WHT												
FRL	51	72	68	45	80	74	41					55

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	39	37	33	29	28	24	18					55
SWD	17	27		23	19		0					
ELL	41	45		29	25		16					55

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	37	40	33	24	25	23	20					56
HSP	40			41								50
MUL												
PAC												
WHT												
FRL	37	39	38	28	30	27	19					55

**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	41%	56%	-15%	54%	-13%
04	2023 - Spring	49%	58%	-9%	58%	-9%
03	2023 - Spring	44%	52%	-8%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	63%	-21%	59%	-17%
04	2023 - Spring	46%	64%	-18%	61%	-15%
05	2023 - Spring	31%	58%	-27%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	22%	50%	-28%	51%	-29%

### III. Planning for Improvement

#### Data Analysis/Reflection

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

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

According to the 2023 Science test results, 22% of our 5th grade students achieved proficiency. We attribute the low performance in this category to the following factors: a lack of weekly science labs and intervention for students performing below grade level on topic assessment tests, and inconsistent implementation and delivery of instruction.

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

The school proficiency in science was 22%, which was an 18% percentage point drop from the previous year.. The contributing factors were as follows:

- Inconsistent implementation and delivery of instruction
- Insufficient remediation opportunities (i.e. after school or Saturday)
- Lack of weekly science labs and intervention for students performing below grade level on topic assessment tests.

**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 school to state comparison shows proficiency levels in mathematics to be below 50%. Specifically, in 5th grade, the disparity between the school average of 31% and the state average of 55% shows a -24% gap.

- Inconsistent implementation and delivery of instruction
- Insufficient remediation opportunities (i.e. after school or Saturday)
- Lack of professional growth/support opportunities for teachers

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

The component with the greatest gain was ELA. Students in grade 4 demonstrated the most growth by achieving proficiency 49% proficiency in reading. We attribute the gain

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

Two areas of concern for the component with the lowest performance would be according to EWS data is course failure in Science and Level 1 achievement in Mathematics.

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

Our highest priorities for school improvement this year will be implementing the following:

1. A school-wide science program so there is consistent science inquiry and investigations taking place from Kindergarten through 5th grade,
2. K-5 ELA, specifically with Differentiated Instruction by monitoring student engagement and instructional delivery
3. Monitor the implementation of Math Instruction



4. Request instructional support in Reading, Science and Mathematics for teachers and coaches from the district office

**Area of Focus**

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

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

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

When comparing the 2021-2022 climate survey to 2022-2023 climate survey there was a 15% decrease in the number of staff who expressed that there was a lack of parental support. Therefore, it is evident there was a 10% increase in parental support. We will continue working to increase parental involvement which will yield higher student achievement results to achieve 50% proficiency on ELA assessments .

**Measurable Outcome:**

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

Based on the need for parental involvement, initiatives that will provide parents with opportunities to actively engage in the school will be developed to increase parental involvement. The school's expectation will be to have 30 percent of our parent population involved during the 2023-2024 school year. If we successfully implement parent engagement strategies, our teachers will feel that the parents support the school, and the feedback will increase 10 percentage points in the 2023-2024 climate survey by June 2024. If we successfully implement incentives our parent involvements rates will increase by 25%.

**Monitoring:**

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

The leadership team will plan activities during the school year so that parents and teachers can build a solid relationship. Each month will have an opportunity for parents to engage in a school activity. Every faculty meeting, the leadership team will survey the teachers for additional ideas and strategies to continue the improvement of the parental engagement relationship. The leadership team will monitor the parent involvement on a monthly basis. This committee will follow steps to increase the amount of parent involvement.

**Person responsible for monitoring outcome:**

Emirce Guerra (emirceguerra@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 area of focus of Positive Culture and Environment, we will focus on Family Engagement to ensure that we build a rapport with parents to increase our student culture and academics. The evidence-based strategy to improve parent engagement.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We want to improve our student outcomes, including closing the achievement gap between various groups of students. In addition, we want to create genuine and collaborative relationships with families to build families' capacities in supporting their students' academic growth. The rationale for selecting this strategy is to provide close monitoring and reporting of student absences, a developed process to call parents and provide direct measures including home visits and incentives for students with perfect attendance.

**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.

9/1-9/29/2023 The Leadership Team will meet with various stakeholders to develop a quarterly calendar and create monthly activities to increase parental engagement.

**Person Responsible:** Emirce Guerra (emirceguerra@dadeschools.net)

**By When:** 9/29/2023

The Community Involvement Specialist will document all activities by collecting sign-in sheets and agendas to promote family engagement activities on social media beginning September 7, 2023, to September 29 2023.

**Person Responsible:** Emirce Guerra (emirceguerra@dadeschools.net)

**By When:** 09/29/23

The administration will schedule parent workshops at different times of the day in order to accommodate working parents and various parental schedules

**Person Responsible:** Emirce Guerra (emirceguerra@dadeschools.net)

**By When:** 09/29/23

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

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

According to 2022-2023 FAST PM3 data, 44% of students in grades 3-5 were proficient in ELA as compared to the state average of 54% and district average of 55%. Based on the data and the identified contributing factors, lack of standards aligned instruction, and no instructional ELA coach for the 2022-2023 school year, 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.

If teachers implement differentiated instruction in ELA, then 3rd-5th grade proficiency scores will increase 10 percentage points from PM1 to PM3 by June 6, 2024.

**Monitoring:**

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

Weekly walkthroughs will be conducted to ensure that the Standards-Aligned Instruction is implemented daily with fidelity in whole group with a focus on differentiated instruction. The Leadership Team will conduct quarterly data chats following i-Ready and FAST progress monitoring assessments to ensure students are demonstrating progress towards goals. Informal assessments, topic assessments, and observations will be utilized to monitor the focus area.

**Person responsible for monitoring outcome:**

Emirce Guerra (emirceguerra@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 differentiated instruction, our school will focus on the evidenced based practices from the adopted core curriculum resources (McGraw Hill), as identified in the district's K-12 Comprehensive Evidence-based reading plan. Teachers will provide students with different avenues for learning based on the students' need. Teachers will design B.E.S.T. ELA standards lessons focusing on the content, the product, and the process to ensure individual learning styles are addressed. Students will show evidence of mastering academic skills through bi weekly assessments, PM data, informal assessments and iReady.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

DI is the practice of developing the understanding of how each student learns best and tailoring instruction to meet students' individual needs. Differentiated instruction will address the needs of the diverse learners within the classroom. Data trackers will be used to monitor student progress and make instructional adjustments as needed as well. Teachers will conduct data chats with students. According to research, differentiated instruction is efficient and effective for all students.

**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.

On 8/23/23, teachers will participate in professional learning related to differentiated instruction. As a result, teachers will be able to provide a variety of differentiated strategies within their small group instruction.

**Person Responsible:** Nicole Manuel (nmanuel@dadeschools.net)

**By When:** 09/29/23

8/17/23-9/29/23 Instructional coaches and administrators will complete walk-through with the focus on differentiated instruction within the classroom as a follow up to professional learning from 8/14/23-10/14/23. As a result, teachers will continue to implement D.I. as part of their reading block.

**Person Responsible:** [no one identified]

**By When:** 09-29-23

8/21/23-09/29/23 Instructional coaches will focus on one differentiated instruction strategy bi-weekly during collaborative planning for the purpose of continual school wide initiative for D.I. As a result, teachers will strengthen their knowledge on D.I. thus increasing academic achievement.

**Person Responsible:** Nicole Manuel (nmanuel@dadeschools.net)

**By When:** 09-29-23

8/21/23-09/29/23 Administrators and Instructional Coaches will conduct Data chats to ensure the academic growth of all students. As a result of closely examining the data, teachers and coaches will modify, and develop meaningful instruction, in an effort to be more deliberate in meeting student needs.

**Person Responsible:** Emirce Guerra (emirceguerra@dadeschools.net)

**By When:** 09-29-23

**#3. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

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

According to the 2022-23 FAST PM3 data 39% 3rd-5th grade students were proficient in Math compared to the state average of 57% and the district average of 62%. Based on the data we will focus on differentiated instruction to increase student proficiency.

**Measurable Outcome:**

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

If teachers implement differentiated instruction with mathematics, then 3rd-5th grade proficiency will increase 13 % points from PM1-PM3 in the area listed by June 6, 2024.

**Monitoring:**

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

Weekly walkthroughs will be conducted to ensure that the standards-aligned instruction is implemented daily with fidelity in whole group with a focus on differentiated instruction. The leadership team will conduct quarterly data chats following i-Ready and FAST progress monitoring assessments to ensure students are demonstrating progress towards goals. Informal assessments, topic assessments, and observations will be utilized to monitor the focus area.

**Person responsible for monitoring outcome:**

[no one identified]

**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 differentiated instruction, our school will focus on the evidenced based strategy of differentiated instruction. Teachers will explicit instruction based on the standards/learning targets and ensure that are student products and teaching techniques are aligned to the intended standards. Students will show evidence of mastering academic skills they need to achieve grade level goals.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Differentiated instruction is the practice of developing the understanding of how each student learns best and tailoring instruction to meet students' individual needs. Differentiated instruction will address the needs of the diverse learners within the classroom. Data trackers will be used to monitor student progress and make instructional adjustments as needed. Teachers will conduct data chats with students.

**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.

Develop and distribute a collaborative planning schedule for teachers by August 21, 2023. The purpose of developing the collaborative planning schedule is to ensure that math teachers are creating lessons and activities that are aligned with the standards to increase academic skills and proficiency

**Person Responsible:** Princess Stanley (286018@dadeschools.net)

**By When:** 8/21-09/29

During collaborative planning the Math Coach and teachers will work together to utilize District resources to create standards-aligned lessons in Math beginning August 24, 2023, to September 29, 2023.

**Person Responsible:** Princess Stanley (286018@dadeschools.net)

**By When:** August 24, 2023, to September 29, 2023

Teachers will review student data from the previous year to identify the area of focus for incoming students for their respective grade level. Based on the disaggregation of data, teachers at each grade level will be able to identify which instructional strategies and best practices are needed to have purposeful lessons based on the Mathematics Framework for Effective Instruction.

**Person Responsible:** Princess Stanley (286018@dadeschools.net)

**By When:** 09/29/23

**#4. 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 2023 FCAT science scores 22 % of 5th grade students were proficient in science. The 2022 scores were 40% compared to the 2023 science scores which were 22%. Our science scores decreased by 18% percentage points. Our critical need is to implement Standards-Aligned Instruction in Science for students in 5th grade. Based on the data review, our school will implement the targeted element of science instruction. The data shows that we are not meeting the needs of all diverse learners and progress monitoring through data tracking is necessary. We selected the overarching area of science instruction based on our findings that demonstrated Science subgroups proficiency showed a need for continued improvement. Therefore, it is crucial that we align instruction and remediation to the deficient standards in order to improve students' academic performance. Planning and instruction that is data driven is essential to student progress and must move toward greater proficiency.

**Measurable Outcome:**

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

With the implementation of Standards-Aligned Instruction, we will increase the number of students earning a level 3 or above by 10 percentage points on the grade 5 2023-2024 Science State Assessment.

**Monitoring:**

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

Through regularly scheduled data chats and collaborative planning, we will utilize data analysis by focusing on the updated data in real time and adjust accordingly using resources intended to track data. This data will be revisited in team meetings and collaborative sessions to plan effectively for our standards-aligned rigorous science instruction.

**Person responsible for monitoring outcome:**

[no one identified]

**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 science Instruction, we will implement the evidence-based strategy of data driven instruction. Implementing this strategy is essential to guide instructional planning and to track students' progress based on their learning needs. Teachers will utilize a systematic approach that uses assessment, analysis, and actions to meet the needs of all students.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By utilizing data driven instruction, we will ensure that teachers are creating lessons that are relevant to student needs and align with data. Ongoing monitoring will be done by teachers to drive instructional plans and ensure effective delivery of standards. Students will be provided remediation and intervention as needed for deficient standards.

**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.

8/28-09/29-Provide 5th grade 2023 FCAT science data to teachers for analysis. Teachers will identify the areas of deficiency across the grade level. As a result, after identifying targeted standards, teachers will create an instructional focus calendar to address the weakest benchmarks.

**Person Responsible:** Emirce Guerra (emirceguerra@dadeschools.net)

**By When:** 08/17-09/29/2023

Build a Science Lab which promotes scientific investigations. Based on having a Science Lab, teachers will be able to engage students in hands-on experiments which focus on the scientific method.

**Person Responsible:** Emirce Guerra (emirceguerra@dadeschools.net)

**By When:** 09/29/23

Engage in monthly collaborative planning sessions to unpack and achieve understanding of grade level standards in science. Based on participation in collaborative planning sessions teachers will be able to plan, deliver, and assess science grade level content to reinforce the scientific method.

**Person Responsible:** Emirce Guerra (emirceguerra@dadeschools.net)

**By When:** 09/29/23

**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).

**Reading Achievement Initiative for Scholastic Excellence (RAISE)****Area of Focus Description and Rationale**

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

According to the 2022-2023 STAR Early Literacy PM3 Data 54% of 1st Grade students are not on track to score Level 3 or above on the statewide, standardized ELA assessment. Therefore, we will implement the targeted element of Differentiated Instruction to address the needs of diverse learners within the classroom.

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

According to the 2022-2023 FAST PM3 Data 53% of current 3rd Grade students and 60% of current 4th Grade students scored below Level 3 on the statewide ELA Assessment. Based on the data results, we will implement the targeted element of differentiated instruction to address the needs of diverse learners within the classroom.

### **Measurable Outcomes**

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

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

### **Grades K-2 Measurable Outcomes**

If teachers implement Differentiated Instruction in ELA grades K-2, then K-2 grade proficiency scores will increase 10 percentage points from PM1 to PM3.

### **Grades 3-5 Measurable Outcomes**

If teachers implement Differentiated Instruction in ELA grades 3-5, then 3-5 grade proficiency scores will increase 10 percentage points from PM1 to PM3.

## **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.

Weekly Classroom Walkthroughs will be conducted to ensure that Standards-Aligned Instruction is implemented daily with fidelity in whole group with a focus on Differentiated Instruction. The Literacy Leadership Team will conduct quarterly data chats following i-Ready and FAST Progress Monitoring Assessments to ensure students are demonstrating progress towards goals. Informal assessments, Topic Assessment, and observations will be utilized to monitor the focus area.

### **Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Guerra, Emirce, pr4801@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 Differentiated Instruction, our school will focus on the evidence-based practices from the adopted core curriculum resources (McGraw Hill), as identified in the District's K-12 Comprehensive Evidence-based reading plan. Teachers will provide students with different avenues for learning based on the students' need. Teachers will design B.E.S.T. ELA standards lessons focusing on the content, product, and the process to ensure individual learning styles are addressed. Students will show evidence of mastering academic skills through bi-weekly assessments, PM Data, informal assessments and i-Ready.

**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?

DI is the practice of developing the understanding of how each student learns best and tailoring instruction to meet students' individual needs. Differentiated Instruction will address the needs of the diverse learners within the classroom. Data trackers will be used to monitor student progress and make instructional adjustments as needed. Teachers will conduct data chats with students. According to research, Differentiated Instruction is efficient and effective for all students.

**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
LLT - The Literacy Coach and administrators will complete classroom walk-throughs with the focus on Differentiated Instruction within the classroom as a follow-up to professional learning from 08/14-10/14/23. As a result, teachers will continue to implement D.I. as part of their reading block.	Guerra, Emirce, pr4801@dadeschools.net
LLT - Continue to monitor targeted remediation plans that align specific student groups and most current data	Breedlove, Elaine, elaine@dadeschools.net
Literacy Coach -Focus on one Differentiated Instruction Strategy bi-weekly during collaborative planning for the purpose of continual school-wide initiative for D.I..as a result, teachers will strengthen their knowledge on D.I. thus increasing academic achievement.	Manuel, Nicole, nmanuel@dadeschools.net
Literacy Coach - Consistently monitor student progress on all skill checks, quizzes and topic assessment tests.	Manuel, Nicole, nmanuel@dadeschools.net
Literacy Coach - Identify teachers who may need additional support	Manuel, Nicole, nmanuel@dadeschools.net
Assessment - Provide the Literacy Leadership Team with student data bi-weekly via Power-Bi/Performance Matters Platform	Manuel, Nicole, nmanuel@dadeschools.net
Assessment - Administrators and the Literacy Coach will conduct Data chats to ensure the academic growth of all students. As a result of closely examining the data, teachers and coaches will modify, and develop meaningful instruction, in an effort to be more deliberate in meeting student needs.	Guerra, Emirce, pr4801@dadeschools.net
Professional Learning - Teachers will participate in professional learning related to Differentiated Instruction. As a result, teachers will be able to provide a variety of Differentiated Strategies within their small group instruction.	Manuel, Nicole, nmanuel@dadeschools.net
Professional Learning - Share best practices from the District's ICADS Training during common planning and Professional Development Days	Manuel, Nicole, nmanuel@dadeschools.net

## Title I Requirements

**Schoolwide Program Plan (SWP) Requirements**  
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**  
List the school's webpage\* where the SIP is made publicly available.

The SIP will be disseminated to all stakeholders (e.g. students, parents, staff members and community members) during the EESAC Meeting at the beginning of the school year. Reasonable efforts will be made to assist parents in their primary language English, Spanish and Haitian-Creole. After district approval, The SIP will be posted on the school's website and printed copies will be available in the Parent Resource Area.

**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 Community Involvement Specialist will inform parents of their school's participation in the Title I Schoolwide Program and explain the requirements of ESSA regarding parent and family engagement and the rights of parents to be involved in those programs as well as Parent's Right-to-Know provisions under ESSA. A copy of the Title I PFEP document will be posted on the school's web page.

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

The school will offer a variety of informational meetings, trainings/workshops throughout the school year to strengthen the academic program in the school and promote family engagement.

**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))**

Additional opportunities will be provided through the Head Start Program and Project Upstart to invite parents and families to participate in workshops, parent-teacher conferences, and other school-community activities are infused to include parents as partners in their child's educational development.