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Scott Lake Elementary School

1160 NW 175TH ST, Miami, FL 33169

<http://scottlake.dadeschools.net/>

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The vision of Scott Lake Elementary is to utilize a high standard of excellence, where our team will work cooperatively to implement instructional strategies to increase student achievement and provide a safe and nurturing environment.

Provide the school's vision statement.

Scott Lake Elementary School is a much needed respite, it's a place where ALL students are encouraged to strive for excellence; academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in collaborative partnerships with ALL stakeholders; parents, business liaisons and community partners to create an environment where students are empowered to discover their strengths and to achieve their maximum potential through multiple exposures to rigorous standards based curriculum. Numerous opportunities are available for enrichment, intervention, and remediation as necessary.

Elevated expectations have been set for all students, our entire school community shares the belief that all children can and will learn.

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
Williams, Kenneth	Principal	Coordinates administrative oversight and plans phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.
West, Lourdes	Assistant Principal	Assists in the planning, scheduling, and supervision of student activities. Assists in the budget planning process at the building. Relates to students with mutual respect while carrying out a positive and effective discipline policy.
Duffie-Johnson, Sharmaine	Math Coach	Collaborate with colleagues to support student learning in math/science content areas. The instructional coach focuses on individual groups, professional developments that will expand and refine the understanding of research based instruction.
Porter, Latoya	Instructional Coach	Collaborate with colleagues to support student learning in reading/ language arts content areas. The instructional coach focuses on individual groups and professional developments that will expand and refine the understanding of research-based instruction.
Cunningham, Hillivi	School Counselor	Support and advocate for students to provide them with the opportunities necessary for them to be successful academically and interpersonally.

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 school community engages in a collaborative effort to contribute input towards setting and achieving goals outlined in the SIP. This collective input offers a comprehensive perspective on addressing the unique requirements of both the school and its students. By examining school data, informed choices are made to determine appropriate interventions and enrichments that cater to the students' needs. Subsequently, necessary materials are procured and educators are strategically positioned to effectively address the identified needs.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP undergoes consistent monitoring within EESAC meetings, weekly grade-level discussions, and monthly faculty meetings. Data collection occurs through a range of assessments, fostering a holistic understanding. To fortify community communication, parental insights are garnered through surveys,

channeling their perspectives on needs and preferences. These inputs are deliberated upon during the weekly Friday leadership meetings. Both the community's and students' needs are vigilantly tracked, leading to adaptations that elevate the academic and cultural fabric of the institution.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: A 2018-19: A 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	4	8	7	3	9	0	0	0	40
One or more suspensions	0	0	0	1	0	2	0	0	0	3
Course failure in English Language Arts (ELA)	0	6	4	9	6	5	0	0	0	30
Course failure in Math	0	7	7	2	3	3	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	19	17	8	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	17	10	23	0	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	12	12	24	23	26	0	0	0	100

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	47	59	11	4	15	0	0	0	136

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	5	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	1	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	10	11	17	6	4	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	8	9	3	5	0	0	0	25
Course failure in Math	0	0	2	13	4	2	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	9	0	0	0	0	0	9
Level 1 on statewide Math assessment	0	0	0	6	12	23	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	9	18	10	27	0	0	0	64

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	13	4	13	0	0	0	32

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	1	1	0	0	0	11
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	10	11	17	6	4	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	8	9	3	5	0	0	0	25
Course failure in Math	0	0	2	13	4	2	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	9	0	0	0	0	0	9
Level 1 on statewide Math assessment	0	0	0	6	12	23	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	9	18	10	27	0	0	0	64

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	13	4	13	0	0	0	32

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	1	1	0	0	0	11
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	56	60	53	58	62	56	43		
ELA Learning Gains				50			32		
ELA Lowest 25th Percentile				42			21		
Math Achievement*	61	66	59	53	58	50	42		
Math Learning Gains				52			14		
Math Lowest 25th Percentile				50			7		
Science Achievement*	48	58	54	52	64	59	16		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		63	59						

* 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	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	228
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	51

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	357
Total Components for the Federal Index	7
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	52			
ELL				
AMI				
ASN				
BLK	57			
HSP	56			
MUL				
PAC				
WHT				
FRL	55			

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	52			
ELL				
AMI				
ASN				
BLK	50			
HSP	65			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	50			

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	56			61			48					
SWD	62			62			31				3	
ELL												
AMI												
ASN												
BLK	56			61			49				4	
HSP	47			65							2	
MUL												
PAC												
WHT												
FRL	54			57			45				4	

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	58	50	42	53	52	50	52					
SWD	36	58	67	48	67		33					
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	58	50	41	51	50	50	49					
HSP	62	56		73	63		73					
MUL												
PAC												
WHT												
FRL	58	51	43	52	51	49	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	43	32	21	42	14	7	16					
SWD	15			31								
ELL												
AMI												
ASN												
BLK	43	30	17	43	14	7	16					
HSP	44			36								
MUL												
PAC												
WHT												
FRL	41	32	23	42	15	8	15					

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	57%	56%	1%	54%	3%
04	2023 - Spring	54%	58%	-4%	58%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	60%	52%	8%	50%	10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	68%	63%	5%	59%	9%
04	2023 - Spring	59%	64%	-5%	61%	-2%
05	2023 - Spring	60%	58%	2%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	50%	-4%	51%	-5%

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.

During the 2022-2023 school year the data component with the lowest performance was grade 4 ELA. The overall average of the students achieving proficiency dropped from 70% to 56% when compared to the 2021-2022 ELA assessment. The contributing factors have been identified as lack of stamina while reading, computer based testing, and fluency when reading passages.

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

As previously noted, the most significant drop in the data pertains to grade 4 ELA. The decline of 14 percentage points may be linked to the increased rigor of the computer-based testing format, diverging from the traditional paper-based approach. It is our assessment that students' overall reading endurance, particularly when engaging with multiple passages on a screen, has influenced their comprehension levels.

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.

Upon analyzing the school's data in relation to the state's metrics, the most prominent disparity was observed in grade 5 Math. The differential amounted to just 1 point, with the school's average scale

score registering at 320, slightly below the state's average of 321. However, it's noteworthy that across all other grade levels, the school excelled by surpassing the state's averages in both ELA and Math.

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

In the course of the 2022-2023 academic year, the standout data highlight was the remarkable progress witnessed in grade 5 Math. The students in this grade exhibited significant advancement and substantial growth, particularly evident when contrasting the initial PM1 data with the concluding PM3 data. This commendable journey culminated in a raw proficiency score of 60%, underscoring the impressive strides made by these students.

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

Upon reviewing the EWS data, the most pressing concern arises from the significant number of students grappling with a pronounced reading deficiency. While there has been a positive trajectory in attendance rates, the second issue demanding attention is the group of students whose attendance falls below 90 percent. These dual areas of concern will serve as the compass directing our efforts in the approaching school year, as we steadfastly endeavor to institute enhancements.

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

1. Sustaining grade 5 Science proficiency data.
2. Sustaining Math proficiency.
3. Increasing stamina and fluency across all grade levels in ELA.
4. Promoting teacher leaders across all grade levels.
5. Continue the trend of improved attendance and surpassing the 0.94 increase reached during the 2022-2023 school year.

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 Collaborative Planning**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.

As per the 2023 SSA report, Science proficiency among fifth-grade students stood at 48%. After analyzing the data and identifying influential factors such as class size, student behavior, and the application of critical thinking in interpreting data, it is evident that action is required. Due to the constraints posed by class size and students' constrained critical thinking abilities, we have decided to adopt the Targeted Elements of Collaborative Planning as a strategic approach moving forward.

Measurable Outcome:

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

If we successfully implement the Science, then the students will demonstrate a 4 percentage point increase as evidenced by the 2024 fifth grade SSA.

Monitoring:

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

The Leadership Team will undertake weekly walkthroughs, engage in quarterly data discussions, and adjust groupings as necessary to address the evolving needs of every student.

Person responsible for monitoring outcome:

Lourdes West (luliwest@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.)

Flexible/ Strategic Grouping: Flexible or strategic grouping can be an effective strategy to improve Grade 5 SSA scores. This approach involves organizing students into different groups based on their learning needs, abilities, and interests. Here are some steps and strategies you can consider: Begin by assessing the current level of knowledge and skills of your grade 5 students in science. This could involve pre-assessment tests, reviewing previous test scores, and considering teacher observations. Clearly define the learning objectives for your science class. What specific topics and skills do you want your students to master? This will guide your grouping strategy. **Heterogeneous Groups:** Create groups with a mix of abilities. This can promote peer teaching and collaboration, where stronger students can help their peers. **Homogeneous Groups:** Sometimes, it's beneficial to group students with similar abilities. This can allow you to provide targeted instruction at a pace that suits each group.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Deliberate lessons are being integrated, incorporating the utilization of manipulatives and strategic approaches to facilitate both remediation and acceleration for targeted groups. Students are utilizing hands on experiments and labs to gain a further understanding of the standards. The EduSmart platform, STEM lesson plans, and Legends of Learning are also being used to enrich and remediate with 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.

Saturday Science camp- Students will demonstrate their understanding of standards and a variety of topics while completing hands on activities. Students will rotate amongst 3 stations to review the lowest performing standards.

Person Responsible: Geraldine Jean (gerryjean@dadeschools.net)

By When: Saturday, September 23, 2023

Develop a catalog of hands-on activities that align with the curriculum. Ensure that these activities cater to different learning styles and abilities. Provide clear instructions, safety guidelines, and suggested questions to foster meaningful exploration.

Person Responsible: Kenneth Williams (pr4881@dadeschools.net)

By When: August 14-September 29

Organize workshops and training sessions for teachers to effectively integrate hands-on learning into their teaching methods with regards to STEM. Share best practices, demonstrate activity setups, and guide educators on facilitating discussions that promote deeper understanding of scientific concepts.

Person Responsible: Lourdes West (luliwest@dadeschools.net)

By When: August 14-September 29

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

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

Drawing from the 2023 Grade 4 FAST data for ELA, a notable decline in proficiency levels has been observed within this student group. In contrast to the 2022 FSA data, which showed a 70% proficiency rate, the 2023 FAST data indicates a decrease to 56% proficiency among the same group of students. As a response, we have opted to concentrate our efforts on the area of Differentiation. This decision is rooted in our discovery of a decrease in the overall ability to comprehend material from various genres, as evidenced by the data. Recognizing the pressing need to more effectively cater to the diverse learning needs of all students, it is evident that enhancing our capacity to tailor instruction to individual student levels is imperative. We are unwavering in our commitment to provide the requisite support for the ELA L25 subgroup, enabling them to access grade-level content with efficacy, thus propelling learning gains and progression toward proficiency.

Measurable Outcome:

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

If we successfully implement Differentiation the overall number of students achieving proficiency will increase by 10 percentage points.

Monitoring:

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

The Leadership Team will engage in quarterly data discussions, promptly adapt groupings according to real-time data, and uphold consistent walkthroughs to ensure the delivery of high-quality instruction. Administrators will diligently review lesson plans bi-weekly, specifically focusing on indicators of differentiation for L25 students. Formative assessment data from bi-weekly assessments and progress monitoring evaluations for L25 students will be subjected to comprehensive analysis. This analysis will be conducted during Leadership Team meetings, with the goal of confirming that students are making progress on remediated standards.

Person responsible for monitoring outcome:

Kenneth Williams (pr4881@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.)

Under the umbrella of the Differentiation Targeted Element, our school will emphasize the application of an evidence-based strategy: Data-Driven Instruction. Guided by this approach, the differentiation of both students and lessons will be steered, aiming to expedite the progress of our L25 students. Employing a systematic instructional approach tailored to individual needs, Data-Driven Instruction proves instrumental in achieving this goal. We will closely monitor differentiation through the implementation of data trackers, which will inform instructional planning and foster data-driven discussions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The practice of differentiation will ensure that teachers employ pertinent, up-to-date, and aligned data to design lessons that are tailored to the specific needs of their students. Teachers will consistently adapt their instruction, groups, plans, and instructional methodologies in response to newly available data.

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.

Implement targeted intervention programs that focus on the specific needs of struggling readers. These programs could include one-on-one or small group instruction, utilizing evidence-based reading strategies that address areas such as phonics, fluency, vocabulary, and comprehension.

Person Responsible: Latoya Porter (lporter@dadeschools.net)

By When: August 14-September 29

Develop small group reading plans for each student in the lowest 25%. These plans should outline specific goals, strategies, and resources tailored to their needs. Regular progress monitoring and adjustments to these plans based on ongoing assessment results will be crucial.

Person Responsible: Lourdes West (luliwest@dadeschools.net)

By When: August 14-September 29

Provide ongoing professional development to teachers focused on effective strategies for teaching reading to struggling students. This could include workshops on differentiated instruction, literacy strategies, assessment techniques, and creating a supportive reading environment.

Person Responsible: Latoya Porter (lporter@dadeschools.net)

By When: August 14-September 29

#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.

Drawing from the 2022-2023 student attendance assessment, it was found that approximately 30% (29.93%) of students were absent from school for 6 to 10 days over the course of the academic year. Our data analysis unmistakably revealed a correlation between students facing challenges with daily attendance and those falling short of proficiency expectations. Acknowledging this, we are fully attuned to the imperative of bolstering our attendance-focused initiatives. It is apparent that building stronger connections with families and the broader community will be pivotal in maintaining consistently high attendance rates.

Measurable Outcome:

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

If we successfully we aim to provide our students with exceptional instruction that will play a pivotal role in elevating their overall academic achievements we will then anticipate witnessing a notable reduction of 5 percentage points in this specific student group by June 2023.

Monitoring:

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

The Leadership Team and Attendance Interventionist will collaborate to establish connections with families facing attendance challenges. Our goal is to uncover the underlying reasons for absences and develop a proactive plan to facilitate consistent daily attendance. Moreover, the Leadership Team will take on the role of mentors for individual students exhibiting persistent truancy. Through bi-weekly interactions, we will acknowledge and encourage their attendance efforts, offering incentives as a motivating factor.

Person responsible for monitoring outcome:

Hillivi Cunningham (hjcunningham@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.)

Under the purview of the Student Attendance Targeted Element, our school's emphasis will be on the evidence-based strategy of Attendance Initiatives. These initiatives will play a crucial role in addressing and reducing the disparity in student absences. We will actively monitor student absences on a weekly basis to effectively deter the development of prolonged patterns of excessive absenteeism.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance Initiatives will play a pivotal role in diminishing the frequency of student absences. These initiatives will equip the Leadership Team with a structured methodology to identify and address attendance concerns, employing remediation strategies alongside a system of incentives.

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.

Establish consistent and open lines of communication with families to convey the importance of regular attendance. Regularly communicate attendance data, upcoming events, and the positive impact of attending school regularly on student success.

Person Responsible: Kenneth Williams (pr4881@dadeschools.net)

By When: August 14-September 29

Identify students with attendance issues and create personalized support plans that address the root causes of their absences. These plans might involve collaboration with counselors, teachers, and other relevant staff to offer tailored interventions and incentives.

Person Responsible: Lourdes West (luliwest@dadeschools.net)

By When: August 14-September 29

Implement a reliable system for tracking attendance on a daily or weekly basis. Analyze attendance data to identify trends, patterns, and recurring issues. This information will guide the creation of targeted interventions and allow for prompt intervention when attendance concerns arise.

Person Responsible: Hillivi Cunningham (hjcunningham@dadeschools.net)

By When: August 14-September 29

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

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

Derived from the 2023-2024 staff attendance evaluation, approximately 48% (48.48%) of the staff exhibited an absence of 5.5 to 10 days over the school year. Our data analysis unmistakably highlights the necessity to provide incentives for not only students but also staff members. The absence of staff adversely affects the academic environment and established routines within our school. Acknowledging this, we are keenly aware of the urgency to amplify our attendance-focused initiatives. It is apparent that fostering stronger connections with families and the broader community will be pivotal in ensuring consistently high attendance rates, encompassing both students and staff.

Measurable Outcome:

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

If we successfully implement Staff attendance incentives then there will be a 10 percentage point decrease in the amongst of staff members missing 5.5 - 10 work days throughout the school year.

Monitoring:

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

The administration will collaborate closely with staff members who require attendance interventions. We will offer assistance whenever necessary and facilitate referrals to Employee Services as deemed appropriate.

Person responsible for monitoring outcome:

Kenneth Williams (pr4881@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.)

Under the domain of the Staff Attendance Targeted Element, our school will center its efforts on the evidence-based strategy of Attendance Initiatives. These initiatives will prove instrumental in addressing and reducing the discrepancy in staff absences. By actively engaging in Attendance Initiatives, we aim to create a culture of regular attendance among staff, positively impacting the school's overall functioning. Staff absences will be vigilantly monitored on a monthly basis to proactively counter the development of any recurring patterns of excessive absenteeism.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance Initiatives will play a pivotal role in reducing the frequency of staff absences. These initiatives will offer the Leadership Team a structured methodology to identify, address, and manage attendance-related concerns. The approach encompasses both remediation strategies and the implementation of incentive-based rewards.

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.

Launch campaigns to raise awareness about the importance of consistent staff attendance. These campaigns can include informative sessions, workshops, and reminders that highlight the impact of staff presence on the overall school environment.

Person Responsible: Kenneth Williams (pr4881@dadeschools.net)

By When: August 14-September 29

Identify staff members with attendance challenges and develop personalized support plans. These plans might involve providing resources, addressing underlying issues, and collaborating with Employee Services to ensure that staff receive the necessary assistance.

Person Responsible: Lourdes West (luliwest@dadeschools.net)

By When: August 14-September 29

Implement recognition and incentive programs to acknowledge and reward staff members who consistently maintain good attendance. Publicly acknowledging their dedication can foster a positive sense of accountability and encourage a culture of attendance.

Person Responsible: Kenneth Williams (pr4881@dadeschools.net)

By When: August 14-September 29

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 School Improvement Plan (SIP) will be disseminated to teachers and staff during weekly grade-level meetings, as well as in monthly faculty meetings. Our EESAC meetings serve as a valuable avenue to communicate this information to community stakeholders and partners. Furthermore, the platform of PTA meetings will be leveraged to share the details outlined in the SIP. Timely updates will be extended to all stakeholders whenever modifications and revisions to the plan are enacted.

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))

Our school takes great pride in fostering effective communication channels that offer our community an insightful glimpse into our daily operations. We maintain a school Dojo account and leverage multiple social media platforms to ensure parents and community members remain well-informed. Our vibrant

website is brimming with comprehensive information and useful links to facilitate the experience for all visitors. Additionally, we nurture STEM partnerships and organize STEM nights, providing students with the platform to showcase their projects. Teachers actively engage in data chats with parents and caregivers to ensure they are kept up-to-date on their children's progress. Our administration extends data chats to students who require focused attention, ensuring that each individual is supported in achieving their personal best.

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 has established a thriving partnership with interventionists across all grade levels. Our instructional coaches collaborate with teachers and interventionists to strategize tailored lessons, either adjusted or enriched, for our students. These interventionists actively engage in classroom settings to facilitate small group learning strategies. The initiative is rooted in the data gathered within our classrooms, ensuring precise student placement for interventions. Moreover, a robust link between teachers and parents exists. Parents are consistently informed about the lessons and standards covered in classrooms, empowering them to complement or provide additional support to their child's learning journey. This approach has emerged as a valuable extension of the overall learning environment.

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))

The school embraces an open-door policy, ensuring that students have easy access to our dedicated school counselor within the Student Services Office. Students are encouraged to engage with the counselor whenever they require assistance or a listening ear. To facilitate communication, a designated "Counselor's Corner" box is available, allowing students to share notes and thoughts with the counselor. For added support, our Mental Health Coordinator is on-site every Thursday and Friday. Additionally, students can reach out to her via telephone in case of emergencies throughout the week. We prioritize the well-being of our students, offering comprehensive resources both within the school premises and beyond.

Recognizing the importance of collaboration, parents are also provided with essential resources to ensure a holistic approach to the students' mental health and well-being.

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 operates on a tiered 3-level system designed to guide students through various levels based on their behavior. This approach allows us to address infractions effectively. Collaboration is key, as teachers, counselors, and administrators join forces with parents to tackle behavioral issues collectively. When required, appropriate adjustments are made to support students, emphasizing a proactive approach to behavior management.

Furthermore, the school is committed to providing accommodations to students requiring behavioral support. This includes implementing early interventions to promptly address any concerns that arise.

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

Teachers and staff members benefit from in-house opportunities for professional growth through Professional Learning and Professional Learning Communities (PLCs). These avenues empower them to elevate the academic atmosphere within their classrooms. To cater to students with the highest level of need, a range of intervention opportunities are made available.

Both novice and experienced teachers are encouraged to engage in shadowing and observation experiences. This facilitates the exchange of best practices, especially when it comes to addressing the unique requirements of students. This collaborative approach ensures effective strategies are shared and applied for the benefit of all students.

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))

Organize workshops for parents on helping children cope with transitions and separation anxiety. Share stories or read books related to starting school to help children understand and normalize the experience. Plan group activities that encourage teamwork and cooperation among new classmates. Share a simplified daily schedule with parents and children to help them anticipate routines. Create visual schedules with pictures representing different activities to make routines more understandable for young children.

Remembering that each child is unique, so a personalized approach that considers their individual needs and preferences is essential. By focusing on communication, collaboration, emotional support, and gradual adjustment, you can help preschool children transition successfully to early childhood education programs.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00

4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

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

Yes