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# Shadowlawn Elementary School

149 NW 49TH ST, Miami, FL 33127

<http://shadowlawn.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.**

Shadowlawn Elementary School's mission is to provide a high quality academic program, along with data-driven interventions, that will continue to strengthen and increase student achievement, teacher performance, and community involvement.

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

By creating a positive, stimulating, peaceful, and nurturing learning environment, with the support of all stakeholders, Shadowlawn will provide all students with a first-class education that will establish a strong academic foundation, serving as the basis for a successful academic career.

### 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, Nika	Principal	The principal is the instructional leader of the school. She is responsible for ensuring the effective implementation of the academic curriculum and policies, as well as the physical safety of all stakeholders within the building. Her duties include action such as assessing teacher practices, monitoring student data, increasing parent involvement, hiring staff members, maintaining and overseeing the budget, and promoting the school vision and mission.
Reddick, Tewana	Assistant Principal	The assistant principal aids and supports the principal as the instructional leader of the school. She supports the principal in ensuring the effective implementation of the academic curriculum and policies, as well as overseeing the discipline to assist in ensuring the physical safety of all stakeholders within building. Her duties include supporting the principal in evaluating instructional practices, monitoring student data, motivating parent and community involvement, promoting the school vision and mission, and identify professional development for all staff members.
Hernandez, Sylvia	Instructional Coach	The primary literacy coach is responsible for providing support and professional development to grades K, 2, and 3 stakeholders to improve the reading program throughout the building. Her duties include actions such as facilitating planning sessions, modeling lessons, and observing instruction to provide constructive feedback and suggested practices. She collaborates with both the administration and teachers to implement the reading curriculum and intervention program in the most effect manner. Furthermore, she assists all stakeholders in monitoring the reading and intervention data, while identifying existing trends.
Cuff, Vanteria	Instructional Coach	The intermediate literacy coach is responsible for providing support and professional development to grades 1, 4, and 5 stakeholders to improve the reading program throughout the building. Her duties include actions such as facilitating planning sessions, modeling lessons, and observing instruction to provide constructive feedback and suggested practices. She collaborates with both the administration and teachers to implement the reading curriculum and intervention in the most effect manner. Furthermore, she assists all stakeholders in monitoring the reading and intervention data, while identifying existing trends.
Williams, Robyn	Instructional Coach	The mathematics coach is responsible for providing support and professional development to all stakeholders to improve the mathematics program throughout the building. Her duties include actions such as facilitating planning sessions, modeling lessons, and observing instruction to provide constructive feedback and suggested practices. She collaborates with both the administration and teachers to implement the mathematics curriculum in the most effect manner. Furthermore, she assists all stakeholders in monitoring the mathematics data and identifying trends.

**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 leadership team met to draft the School Improvement Plan using school data to identify the areas of focus, interventions to be implemented, and ways the teachers, parents, support personnel, and community members can provide assistance to achieve our academic goals. At the Opening of Schools Meeting, the administration will present the identified areas of focus, instructional practices, evidence-based interventions, and actions steps; as well as the data that was utilized to create the plan. Teachers will be able to state whether they agree with the different components of the plan and provide feedback and suggestions. During the Annual Title I Meeting, administration will present the identified areas of concern and the action steps that will be put in place to address each area and explain how these steps will assist the school in achieving our goals. Parents will be provided time within the forum to ask questions, provide suggestions, and give feedback towards any area of the SIP. Furthermore, during the first EESAC meeting of the year, administration will present all of the components of the SIP to the committee members, as well as the data that was utilized to create the plan. All members will be able to review the plan, ask questions, and provide suggestions on the different areas of focus. Feedback and suggestions from all stakeholders and meetings will be incorporated into the plan to create the final draft. The updated document will be available for all stakeholders to review and approve before submitting to the State for the final review. This collaboration amongst all stakeholders will assist in ensuring that all stakeholders are aware of the strategies that will be implemented throughout the year as we strive to achieve the educational success of our students.

**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))

During each phase of the SIP, the leadership team will conduct scheduled data chats with teachers, support personnel, parents, and students to discuss progress towards meeting their set goals. In addition, during daily walk-throughs and participation in weekly collaborative planning sessions, administration will provide feedback on the implementation of the action steps as it relates to the individual's role. As the date approaches to complete each phase of the SIP, during faculty meetings, the action steps will be reviewed and teachers will be given the opportunity to provide feedback on how effective the action steps were, whether or not they feel the action steps were fully, and suggestions on what they think the next steps should be. Information obtained from the faculty meeting will be incorporated into the leadership meeting where the leadership team will discuss and select the next steps for continued success. Once the draft is written, it will be presented at a faculty meeting, parent workshop, and EESAC meeting to explain what data, observations, and feedback was utilized to select the next action steps. During these meetings, stakeholders in each meeting will be provided the opportunity to question any concerns and provide feedback which may result in a revision of one or more steps. Feedback will once again be incorporated and presented to all stakeholders to review and approve before submitting to the State each time.

**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>	99%
<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	ATSI
<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: C  2018-19: C  2017-18: C
<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	0	16	14	5	6	8	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	0	0	1	0	0	0	0	2
Course failure in Math	0	2	1	2	1	5	0	0	0	11
Level 1 on statewide ELA assessment	0	12	7	4	3	6	0	0	0	32
Level 1 on statewide Math assessment	0	9	4	3	5	7	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	3	1	4	6	0	0	0	19

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	8	6	3	3	5	0	0	0	25
Students retained two or more times	0	0	0	0	1	2	0	0	0	3

**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	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	2	0	4	2	1	0	0	0	9
Course failure in Math	0	3	0	0	1	1	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	11	9	9	0	0	0	29
Level 1 on statewide Math assessment	0	0	0	5	10	10	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	4	1	5	8	5	0	0	0	23

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	0	6	1	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	2	0	4	2	1	0	0	0	9
Course failure in Math	0	3	0	0	1	1	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	11	9	9	0	0	0	29
Level 1 on statewide Math assessment	0	0	0	5	10	10	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

**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	4	1	5	8	5	0	0	0	23

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	0	6	1	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**II. Needs Assessment/Data Review**

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	60	53	52	62	56	41		
ELA Learning Gains				74			35		
ELA Lowest 25th Percentile				85					
Math Achievement*	53	66	59	61	58	50	46		
Math Learning Gains				65			13		
Math Lowest 25th Percentile				69					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	56	58	54	55	64	59	23		
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			43		

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

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

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

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	292
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	516
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	25	Yes	3	2
ELL	42			
AMI				
ASN				
BLK	59			
HSP				
MUL				
PAC				
WHT				
FRL	55			

<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	10	Yes	2	1
ELL	68			
AMI				
ASN				
BLK	61			
HSP	65			
MUL				
PAC				
WHT				
FRL	64			

**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	55			53			56					53
SWD	30			20							2	
ELL	29			43							3	53
AMI												
ASN												
BLK	58			53			59				5	53
HSP												
MUL												
PAC												
WHT												
FRL	54			54			50				5	44

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	52	74	85	61	65	69	55					55
SWD	10			10								
ELL	56	91		61	75							55
AMI												
ASN												
BLK	53	73	90	59	61	64	52					36
HSP	47			67	80							
MUL												
PAC												
WHT												
FRL	52	73	85	60	64	69	54					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	41	35		46	13		23					43
SWD	0			0								
ELL	47			61								43

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	42	38		48	13		26					41
HSP	37			40								
MUL												
PAC												
WHT												
FRL	41	35		46	13		23					41

**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	64%	56%	8%	54%	10%
04	2023 - Spring	52%	58%	-6%	58%	-6%
03	2023 - Spring	70%	52%	18%	50%	20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	63%	-11%	59%	-7%
04	2023 - Spring	64%	64%	0%	61%	3%
05	2023 - Spring	55%	58%	-3%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	50%	0%	51%	-1%

### 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.**

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

The data component that showed the lowest performance lied within 3rd grade math. Factors that contributed to the data were:

1. Upon entering 3rd grade, students were at 32% proficiency as evident on the 2022 SAT-10
2. 3rd grade displayed various behavioral issues, which were being addressed by student services, sometimes taking time from class
3. Less days were assigned to math as compared to reading when scheduling for the extended learning opportunities

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

The data component that showed the greatest decline from the prior year was 5th grade science. In 2022, Shadowlawn achieved 55% proficiency and there was a 5% decrease in 2023 resulting in 50% proficiency. Factors that contributed to this decline were:

1. 5th grade was our grade level with the largest percentage of ESOL students
2. 5th grade was our grade level in which we struggled with the Saturday attendance
3. Having science scheduled directly after lunch sometimes affected bell-to-bell instruction

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

The data component that had the greatest gap when compared to the state average was 4th grade reading. The factors that contributed to this gap were:

1. This was one of our larger classes, where two sections were combined into one
2. This grade level was where we struggled with absences and tardiness
3. Several students were faced with outside issues that were supported by student services
4. 4th grade also had the lowest percentage of students participating in all extended learning opportunities

However, understanding this, 4th grade was also our class that showed the most growth from PM1 to PM3.

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

The data component that displayed the most improvement was our reading proficiency. Shadowlawn achieved 52% proficiency in 2022 and increased to 62% proficiency in 2023, which is a 10% increase. Factors that contributed to this success were:

1. Instructional coaches pushing in to both whole and small group instruction
2. Consistency of Tier II and Tier III intervention
3. Utilization of the computer during instruction and for assessments
4. Interventionists pushing into small group instruction

5. Instructional coach and teacher debriefing all assessments with students
6. CSS planning and evaluating the creation of standard based questions with viable distractors

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

When reflecting on our EWS data, our two potential areas of concern are:

1. Attendance – Absences and tardiness
2. Students with 1 or more F's in core subjects – Parent Awareness & Strategies

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

To meet our goals for the upcoming school year, our main priorities are ranked in the following order:

1. Level of Questioning & Exposure to Different Response Mechanisms
2. Attendance/ Tardiness
3. Writing
4. Intervention
5. Differentiated Instruction

**Area of Focus**

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

**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

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

According to the 2022-2023 FAST PM3 data, less than 50% of Students with Disabilities were proficient in ELA as compared to the state average of in Reading. Based on the data and identified contributing factors of students' individual readiness levels, changes in the special education instructional delivery model, and students exhibiting multiple early warning signs, a strategic plan to support our students, specifically the SWD will be vital. To strengthen and reinforce this area of focus, we will implement the targeted element of Students with Disabilities.

**Measurable Outcome:**

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

If we successfully implement Goal Oriented Learning amongst the SWD subgroup, then all students will participate in strategic, flexible grouping that includes a variety of questions and complexity levels, which will provide students more opportunities to participate and feel comfortable asking and answering questions. Therefore, we expect our Students with Disabilities population percentage points to increase by 10 percent in ELA by May 2024.

**Monitoring:**

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

The leadership team will conduct daily walk-throughs to listen for varying levels of questions throughout the instructional block, as well as to observe the rate at which Students with Disabilities are called on, probed to respond to questions, and demonstrating an understanding of current lessons. Administration will follow up with the Teacher of SWD teacher to identify strategies and activities that were discussed with teachers during the biweekly consultations.

**Person responsible for monitoring outcome:**

Vanteria Cuff (297671@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.)

Goal Oriented Learning refers to ensuring that students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce as a result of the lesson. Students invested in learning goals, both short term and long term, are more invested in learning outcomes.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Increasing Goal Oriented Learning will lead to increased student engagement and motivation amongst all our students, specifically our Students with Disabilities. Incorporating Goal-Oriented Learning will not only strengthen student and teacher accountability, but will promote accountable talk amongst students, allowing teachers to monitor student engagement through informal inventories and daily check for understandings.

**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 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

The teacher of SWD will provide professional development for teachers on how to incorporate the accommodations found in the Individual Educational Plans to effectively implement questioning strategies and alternate response mechanisms that align to both students' needs and data. This will allow teachers to assist Students with Disabilities in understanding the daily objectives and providing them with the support to be an active participant in the lesson.

**Person Responsible:** Dominique Choute (dchoute@dadeschools.net)

**By When:** Will be in completed by 09/29/23 and ongoing

During collaborative planning, instructional coaches will utilize data, frameworks, pacing guides, achievement level descriptors and other appropriate resources to select varying levels of questions to promote student engagement. This will allow teachers to scaffold questions for Students with Disabilities building their confidence while increasing their level of understanding.

**Person Responsible:** Vanteria Cuff (297671@dadeschools.net)

**By When:** Will be in full implementation by September 18th, 2023

Administration will conduct daily walk-throughs to monitor inclusive practices and observe the Students with Disabilities engaged with the listed objective of the day. This will result in teachers utilizing the feedback to revise and strengthen their questioning techniques, producing a higher percentage of Students with Disabilities mastering the daily objectives.

**Person Responsible:** Tewana Reddick (treddick@dadeschools.net)

**By When:** Will be in completed by 09/29/23 and ongoing

**#2. 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.

According to the 2022-2023 FAST PM3 Data, 62% of the 3rd - 5th grade students scored at or above grade level in ELA, while 58% scored at or above grade level in Math. Based on the data and identified contributing factors of an increase of ELL students, new students to the building, transitioning from participation in STAR to participation in the FAST assessment, and each subject area teacher being responsible for the instruction of two grade levels; a strategic plan for instruction and identification of activities will be critical. To strengthen and reinforce this area of focus, we will implement the targeted element of collaborative planning.

**Measurable Outcome:**

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

If we successfully implement Collaborative Planning, then teachers will be able to create daily lessons that ensure students are being exposed to and instructed on all expected grade-level standards. With the implementation of Establishing and Implementing Instructional Frameworks, we will maintain 62% of the 3rd - 5th grade achieving proficiency in reading, while 58% will achieve proficiency in Math by May 2024.

**Monitoring:**

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

To monitor this instructional practice, there will be participation in collaborative planning sessions, scheduling of time specific daily walkthroughs, and comparisons of data points throughout the year.

**Person responsible for monitoring outcome:**

Tewana Reddick (treddick@dadeschools.net)

**Evidence-based Intervention:**

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

Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include an opening routine, whole group, small group, and closing activity that promotes bell to bell instruction.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Establishing and implementing instructional frameworks will provide a routine to both the teachers and students that incorporates a sense of structure, expectations, and self-monitoring. This will assist in ensuring that time within the instructional block includes teacher-directed learning, student independent activities, as well as collaborative strategies that will encourage student inquiry and increased student achievement.

**Tier of Evidence-based Intervention**

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

Tier 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### Action Steps to Implement

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

During collaborative planning sessions, the teachers and instructional coaches will determine the instructional framework that will be utilized during each phase of the instructional block. This will allow teachers to identify and organize blocks of time during the instructional block for specific activities resulting in bell-to-bell instruction.

**Person Responsible:** Tewana Reddick (treddick@dadeschools.net)

**By When:** Will be in full implementation by September 18th, 2023

During collaborative planning sessions, the instructional coaches will support teachers in selecting the different activities and questions from various instructional levels from the different district resources, as well as supplemental resources to utilize in each stage of the instructional framework. This will result in students being exposed to different types and multiple levels of questioning that will strengthen their critical thinking and inquiry skills.

**Person Responsible:** Vanteria Cuff (297671@dadeschools.net)

**By When:** Will be in full implementation by September 18th, 2023

Administration will create a weekly walk-through schedule that targets a different phase of the daily instructional block and provide feedback to both the teacher and respective instructional coach. This will allow teachers to implement provided feedback in future lessons to strengthen the instructional delivery of each component of the framework.

**Person Responsible:** Nika Williams (nlwilliams@dadeschools.net)

**By When:** Will continue weekly through September 18, 2023

### #3. Instructional Practice specifically relating to Benchmark-aligned Instruction

#### Area of Focus Description and Rationale:

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

According to the 2022 - 2023 STAR Reading and Math PM 3 data, 75% of the second-grade students scored at or above grade level in Reading, while 60% scored at or above grade level in Math. Based on the data and the identified contributing factors of a high number of ELL and SWD students, behaviors in need of intervention, and being coupled with less support from ETO and being introduced to the FAST, which is a different style of assessment; there will be an imperative need for the scaffolding of benchmarks and submission of Student Case Management Referrals (SCMR). To strengthen and support this area of focus, we will implement the targeted element of Benchmark-Aligned instruction.

#### Measurable Outcome:

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

With the implementation of collaborative learning structures, 65% of the 3rd grade will achieve proficiency in reading and math as evident on the FAST by May 2024.

#### Monitoring:

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

To monitor this instructional practice, administration will conduct daily walk-throughs, weekly collaborative planning sessions, monthly data chats, as well as provide continuous feedback to teachers, instructional support, parents, and students.

#### Person responsible for monitoring outcome:

Nika Williams (nlwilliams@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.)

Collaborative learning structures is based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. the learner or student is the primary focus of instruction, 2. interaction and doing are of primary importance 3. working in groups is an important mode of learning, 4. structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in large groups. Peer teaching /learning is a type of collaborative learning that involves students working in pairs for small groups to discuss concepts or find solutions to problems. It enables learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material, understanding its basic structure, filling in the gaps, finding additional meanings, and reformulating knowledge into new conceptual frameworks. Learning from peers increases learning for the students being helped and those giving the help.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative learning structures will implore teachers to be strategic in the grouping of students, the implementation of technology, the selection of questions, and the monitoring of students in the class to provide more opportunities for students to build and strengthen their content knowledge through peer activities and accountable talk.

#### 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 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

During faculty meetings and collaborative planning sessions, the instructional coaches will conduct mini professional development sessions to identify the teacher and student roles and expectations as it relates to collaborative learning structures. As a result, there should be an increase of student-centered activities as compared to them being teacher directed during the instructional block.

**Person Responsible:** Sylvia Hernandez (sleal@dadeschools.net)

**By When:** Continue through 09/29/23 and ongoing

During collaborative planning sessions, the instructional coaches will work with teachers to utilize data and curriculum resources to revisit seating charts and small group assignments, create targeted questions, and select collaborative activities that will be implemented in the daily lesson plans. As a result, students should participate in an increased amount of higher order and critical thinking activities.

**Person Responsible:** Tewana Reddick (treddick@dadeschools.net)

**By When:** Continue through 09/29/23 and ongoing

The leadership team will conduct weekly walk-throughs to identify and provide feedback on student engagement and accountable talk during collaborative learning activities being implemented throughout the building. This will result in teachers utilizing the feedback to revise and strengthen their collaborative learning structures, producing a higher percentage of students mastering the benchmarks being taught.

**Person Responsible:** Nika Williams (nlwilliams@dadeschools.net)

**By When:** Continue through 09/29/23 and ongoing

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

##### Area of Focus Description and Rationale:

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

According to the 2022 - 2023 attendance report, 31 students displayed 0 - 5 absences; 35 students displayed 6 - 10 absences; 22 students accumulated 11 – 15 absences; 33 students acquired 16 – 30 absences, and 10 students had 31 or more absences. Based on the data and the identified contributing factors of excessive late arrival, early dismissals, lack of communication from parents about the absences, and parents' issues affecting students being brought to school; we will implement an inclusive data chat protocol as a part of our attendance review committee meetings. To strengthen and support this area of focus, we will implement the targeted element of Early Warning Systems.

##### Measurable Outcome:

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

With the implementation of Attendance Initiatives, we will support our Early Warning Systems practice. Therefore, we project a 15% decrease in the number of students accumulating 16 to 30 and 31 or more absences by May 2024.

##### Monitoring:

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

The Attendance Review Committee will meet every two weeks to review the attendance dashboard identifying any student who may be accumulating excessive absences.

##### Person responsible for monitoring outcome:

Ileana Noda (inoda@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.)

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

##### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance Initiatives include interventions such as providing attendance incentives, monitoring students attendance, reporting student absences, and contacting parents inquiring why students were not in school. This system will not only motivate students to come to school but will hold parents, staff, and students accountable for improving attendance, which is directly correlated to student academic achievement.

##### Tier of Evidence-based Intervention

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

Tier 2 - Moderate Evidence

##### Will this evidence-based intervention be funded with UniSIG?

No

##### Action Steps to Implement

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

The Attendance Review Committee will meet biweekly to review the attendance data dashboard and SCAMS submitted by the grade level chairpersons. The committee will discuss any information provided regarding the accumulated absences and next step interventions that will be put in place to limit any future absences. This process will allow students accumulating absences to be identified and addressed therefore limiting the number of truant students.

**Person Responsible:** Ileana Noda (inoda@dadeschools.net)

**By When:** Completed biweekly by 09/29/23 and ongoing

Teachers will be provided a homeroom chart to indicate each day a student in their class is absent, which will be used to plan each nine - weeks perfect attendance culminating activity for all students who attended school every day of the nine-week period. This action will result in students being in school on a more consistent basis to engage in daily instruction.

**Person Responsible:** Tewana Reddick (treddick@dadeschools.net)

**By When:** First chart will be completed by 09/29/23 and ongoing

The counselor and leadership team will implement a weekly "Are You Here Today," where a student's name would be called during the daily afternoon announcements to receive a reward for being present in school that day. This will in turn motivate students to come to school on a daily basis to engage in daily instruction.

**Person Responsible:** Ileana Noda (inoda@dadeschools.net)

**By When:** Completed daily through 09/29/23 and ongoing

### 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).

Shadowlawn will provide extra assistance to our Students with Disabilities by scheduling interventionists in each classroom to provide a minimum of two teacher-led centers for small group instruction. Parents of Students with Disabilities will be highly encouraged to enroll students in the after-school program, as well as the Saturday Academy. Shadowlawn will also offer before school tutoring, as well as Spring Break and Winter Break Academy. All of the extended learning opportunities will focus on the core subjects of reading, math, and science.

### 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 Reading STAR PM 3 data, 59% of our kindergarten students fell below the 40th percentile. Based on the data and the identified contributing factors of a lack of school readiness, a lack of technology experience, an increased number of ELL and SWD students, and the inconsistency of two teacher led centers, which was needed due to the large class size; we will implement an intervention plan to address these areas of concern. This plan will include an accountability system to guarantee an increase in student achievement. To strengthen and support this area of focus, we will implement Before, During, and After (BDA) strategy.

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

According to the Reading FAST PM 3 data, 62% of our intermediate students scored on a proficient level. Based on the data and the identified contributing factors of an increased number of ELL and SWD students and a decrease in support from the Educational Transformation Office; we will continue to implement an intervention plan to address these areas of concern. This plan will include an accountability system which will assist in maintaining our proficiency level. To strengthen and support this area of focus, we will implement Before, During, and After (BDA) strategy.

**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**

To increase student achievement on the 2024 Reading STAR assessment, we will have to focus on an ELL instructional tool that prompts students to utilize different reading strategies from the beginning to the end of each text. If we successfully implement Before, During, and After (BDA) reading strategies

during both Tier 1 and Differentiated Instruction, then our students' scores will increase to a minimum of 50% of our primary students scoring above the 40th percentile on the 2024 Reading STAR Assessment by May 2024.

### Grades 3-5 Measurable Outcomes

To maintain student achievement on the 2024 Reading FAST assessment, we will have to focus on an ELL instructional tool that prompts students to utilize different reading strategies from the beginning to the end of each text. If we successfully implement Before, During, and After (BDA) reading strategies during both Tier 1 and Differentiated Instruction, then our students' will continue to maintain their level of proficiency on the 2024 Reading STAR Assessment by May 2024.

## Monitoring

### Monitoring

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

Administration will participate in weekly collaborative planning sessions, followed by targeted weekly walk-throughs that monitor the use of the BDA strategies in both whole group and small group instruction. Weekly explicit feedback, collection of observational data, and data from weekly PMAs and OPMs will be utilized during collaborative planning to make any necessary instructional shifts. During Leadership Meetings, the coaching calendars and logs will be discussed to identify when BDA strategies will be modeled or supported, as well as to determine the frequency of support needed for identified teachers.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Reddick, Tewana, treddick@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?

Teaching BDA Reading Strategies enables students to become active and strategic readers. This is a process that engages students in the use of active reading strategies before, during, and after reading. Before reading, students preview the text to set a purpose for reading. This purpose can be set based on the genre (poetry, fiction, non-fiction) of the text. This knowledge or purpose is then used to annotate the text while reading. The students annotate (take notes) based on the main characteristics of the genre. Skimming is a strategic, selective reading method in which students focus on the main ideas of a text.

This technique can also be used when students are searching for supporting evidence to respond to comprehension questions. Additionally, students utilize vocabulary strategies to determine the meaning of unknown words which will further enhance their understanding. After reading, students dissect the questions and answers carefully, as well as search the text for appropriate evidence if need be. The Paraphrasing Strategy is designed to help students focus on the most important information in a passage and to improve students' recall of main ideas and specific facts. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words.

**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?

Before, During, and After Reading Strategies will ensure that teachers incorporate effective early reading instruction for all students, explicit and systematic attention to foundational reading skills, and plan rigorous and aligned lessons that are scaffolded which will translate into effective delivery. Continuous probing and dissecting of everyday text will strengthen the teacher's instructional delivery, knowledge of learners, product effectiveness, and assessment performance. The early intervention of phonics skills as well as technology usage will be embedded with the BDA strategies as well. Differentiated Instruction tailored to students' needs will address the areas of reading concerns therefore, providing the remediation and rigor needed for student achievement. Training students to utilize the BDA strategies on a consistent basis will reinforce the students' skills to read and comprehend a text, which will result in increased student achievement.

**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
<p>During collaborative planning, teachers and transformational coaches will utilize the “Benchmarks with Clarifications” handbook, pacing guides, progress monitoring assessments, and daily end products to select BDA strategies that will be used with the activities that are planned for during whole group and small group Instruction. This will ensure that teachers have a blueprint for students to follow as they dissect text during the instructional block.</p>	<p>Cuff, Vanteria, 297671@dadeschools.net</p>
<p>The transformational coach will model whole group and small group lessons utilizing BDA strategies for teachers and students to become fluent with the practices. She will in turn watch the teacher conduct a lesson using the presented strategies and provide corrective feedback to reinforce the teacher's practice. This practice will allow teachers to incorporate the provided feedback into their BDA activities, which will in turn strengthen students' reading comprehension.</p>	<p>Reddick, Tewana, treddick@dadeschools.net</p>
<p>Administration will conduct daily walk-throughs providing feedback to both the teacher and instructional coaches reflecting the observation of teachers and students utilizing the BDA strategies. This feedback will be used to plan necessary coaching support, as well as support during collaborative planning to strengthen the BDA strategy being utilized throughout the instructional block.</p>	<p>Reddick, Tewana, treddick@dadeschools.net</p>
<p>The literacy instructional coaches will conduct a parent workshop to aide parents in assisting with implementing reading strategies at home while supporting their child with their home learning. With this process, there will be an increase of students completing their home learning assignments with at least 70% accuracy.</p>	<p>Cuff, Vanteria, 297671@dadeschools.net</p>

## 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.

In addition to posting the School Improvement Plan on the school's website, it will be disseminated during EESAC meetings, PTA meetings, faculty meetings, the Title 1 meeting, and parent workshops. A hard copy will be available upon request at the school site.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**  
 List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families and other community stakeholders. Keeping an open-line of communication, starting with administration being visible at arrival, dismissal, and school activities. We will encourage PTA enrollment and involvement, as well as participation in family events showcasing students' talent and artifacts of student work, such as Cambridge Night. Furthermore, we will showcase our activities, events, and accomplishments on social media to motivate stakeholders to participate. Additionally, we have promoted the school logo being placed on the uniform shirts to advertise our school within the community.

**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)**

By strengthening the strategies to support our ESSA group, students with Disabilities, we expect a ripple effect to take place which will increase student achievement of all students. By targeting goal oriented learning, we will increase the frequency of student accountable talk, inquiry, and critical thinking. These activities will not only promote a sense of self-confidence amongst all students but will assist in ensuring that students understand what is expected for each standard. In addition, we will continue with tutoring services through our Century 21 Extended Learning program, morning tutoring for our ELL students, Saturday Academy for our L25, L35, and bubble students, Winter and Spring academy for grades 3 - 5, and push-in support from transformational coaches as well as interventionists daily intervention.

**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))**

Understanding that the needs of the whole child must be addressed to ensure that all students are successful, we coordinate with other resources to assist with supporting the whole child. Our counselor assist parents in transition by providing support with Project Upstart. Although all students are eating for free at lunch, those families who are not direct-certified are encouraged to complete the income-based survey to qualify for other benefits. Lastly, we promote the technical education programs for our parents who are looking to obtain a trade or skill to better market themselves when searching for job opportunities.

### **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))**

NA

**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))**

NA

**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).**

NA

**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))**

NA

**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))**

NA

**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: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

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

No