

Miami-Dade County Public Schools

David Lawrence Jr. K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

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David Lawrence Jr. K 8 Center

15000 BAY VISTA BLVD, North Miami, FL 33181

<http://dlk8.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 staff and community of David Lawrence Jr. K-8 Center will provide all stakeholders with a safe learning environment that will foster student achievement and academic excellence as we set sail on a path to success.

Provide the school's vision statement.

The educational mission of David Lawrence Jr. K-8 Center is to cultivate and enrich the lives of our students through a research-based curriculum coupled with a strong sense of community involvement where all children will achieve their personal and academic potential.

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
Brinson, Deborah	Principal	Directs and manages instructional programs, supervises operations and manages personnel to ensure a safe and secure learning environment for all stakeholders. Provides leadership to ensure rigorous implementation of instructional programs and monitoring the delivery of instruction. Oversees district, state and federal programs to ensure compliance.
Calveiro, Raquel	Assistant Principal	Principal Designee. Assist the school principal in overall administration of instructional program and school level operations. Coordinate assigned student activities and services in grades 1-4. Oversees ELL and ESE program and compliance. Oversees Title I activities and compliance.
Hoskins, Steven	Assistant Principal	Assist the school principal in overall administration of instructional program and school level operations. Coordinate assigned student activities and services in grades 6-8.
Parlor, Mitzi	Assistant Principal	Assist the school principal in overall administration of instructional program and school level operations. Coordinate assigned student activities and services in grades Pre-K - Kindergarten.
Delgado, Victoria	Teacher, K-12	Media Specialist. PLST- Digital Innovator
Chao, Gisell	ELL Compliance Specialist	ESOL Chairperson
Laiken, Dina	Teacher, ESE	ESE Compliance Specialist
Alexandre, Tania	Instructional Coach	Reading Coach. Second Grade Level Chairperson
Robinson, Dale	Teacher, K-12	6-8 Math Department Chairperson
Chong, Ching	Teacher, K-12	Kindergarten Grade Level Chairperson
Bolten, Lark	Teacher, K-12	First Grade Level Chairperson
Lampner, Ann	Teacher, K-12	Third Grade Level Chairperson
Wiest, Victoria	Teacher, K-12	Fourth Grade Level Chairperson
Johnson, Hortense	Teacher, K-12	Fifth Grade Level Chairperson

Name	Position Title	Job Duties and Responsibilities
Newkirk, Paula	Teacher, K-12	Sixth Grade Team Leader
Schafer, Lisa	Teacher, K-12	Seventh Grade Team Leader
Roman, Lynne	Teacher, K-12	Eighth Grade Level Team Leader. 6-8 ELA Department Chairperson
Gerald, Michelle	School Counselor	School Counselor Pre-K-8
Montenegro, Sandra	Other	TRUST Counselor
Moreira, Jose	Teacher, K-12	School Assessment Coordinator. STEM Coordinator.
Ramsaroop, Chavell	Teacher, K-12	SCSI Instructor
Santiago-Viruet, Sandra	School Counselor	School Counselor Pre-K-8

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.

In compliance with ESSA 1114(b)(2), the process for involving stakeholders in the School Improvement Plan (SIP) development includes identifying stakeholders, conducting communication and outreach, soliciting input through surveys, meetings, workshops, analyzing and synthesizing stakeholder input, drafting the SIP, seeking feedback and incorporating it into the plan, and finalizing the SIP for approval and implementation. This collaborative process ensures that stakeholders, including the school leadership team, teachers, parents, students, and business or community leaders, have the opportunity to contribute their perspectives, concerns, and recommendations, resulting in a comprehensive and inclusive plan that addresses the school's improvement needs and promotes student achievement.

SIP Monitoring

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

The school will establish a monitoring system to regularly assess the implementation and impact of the School Improvement Plan (SIP) on increasing student achievement and addressing the achievement gap. Data on student performance will be collected and analyzed, identifying areas for improvement. Stakeholders will be engaged for input, and strategies and interventions will be reviewed. The SIP will be revised based on analysis and feedback, incorporating evidence-based practices and reallocating

resources if needed. The revised plan will be implemented and progress continually monitored, with evaluation reports shared to ensure continuous improvement in meeting state academic standards and reducing achievement gaps for all students.

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)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	82%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	26	30	16	17	22	16	19	35	181
One or more suspensions	0	0	0	0	0	0	0	1	0	1
Course failure in English Language Arts (ELA)	0	0	12	15	5	7	3	15	3	60
Course failure in Math	0	0	22	18	16	5	4	15	4	84
Level 1 on statewide ELA assessment	0	0	0	29	40	42	45	71	65	292
Level 1 on statewide Math assessment	0	0	0	16	30	51	47	54	54	252
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	23	49	59	51	48	54	95	110	489

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	14	32	28	39	44	57	49	263

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	4	0	29	0	0	0	3	2	38
Students retained two or more times	0	0	0	2	0	0	4	4	1	11

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	32	19	26	11	17	17	26	34	182
One or more suspensions	0	0	0	0	0	4	4	16	34	58
Course failure in ELA	0	6	12	15	19	13	5	24	1	95
Course failure in Math	0	4	3	18	16	6	11	28	0	86
Level 1 on statewide ELA assessment	0	0	0	16	36	28	47	49	41	217
Level 1 on statewide Math assessment	0	0	0	11	26	34	62	81	53	267
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	18	58	41	35	64	76	67	366

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	6	5	22	30	33	49	70	49	264

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	1	17	1	0	0	3	0	30
Students retained two or more times	0	0	0	4	2	3	4	3	1	17

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	32	19	26	11	17	17	26	34	182
One or more suspensions	0	0	0	0	0	4	4	16	34	58
Course failure in ELA	0	6	12	15	19	13	5	24	1	95
Course failure in Math	0	4	3	18	16	6	11	28	0	86
Level 1 on statewide ELA assessment	0	0	0	16	36	28	47	49	41	217
Level 1 on statewide Math assessment	0	0	0	11	26	34	62	81	53	267
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	18	58	41	35	64	76	67	366

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	6	5	22	30	33	49	70	49	264

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	1	17	1	0	0	3	0	30
Students retained two or more times	0	0	0	4	2	3	4	3	1	17

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*	52	61	53	56	62	55	52		
ELA Learning Gains				61			51		
ELA Lowest 25th Percentile				47			49		
Math Achievement*	53	63	55	53	51	42	44		
Math Learning Gains				66			33		
Math Lowest 25th Percentile				61			31		
Science Achievement*	60	56	52	45	60	54	43		
Social Studies Achievement*	70	77	68	83	68	59	61		
Middle School Acceleration	91	75	70	80	61	51	71		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	61	62	55	44	75	70	63		

* 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	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	596
Total Components for the Federal Index	10
Percent Tested	99
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	39	Yes	2	
ELL	50			
AMI				
ASN	74			
BLK	59			
HSP	60			
MUL	79			
PAC				
WHT	69			
FRL	58			

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	40	Yes	1	
ELL	48			
AMI				
ASN				
BLK	56			
HSP	60			

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	54			
PAC				
WHT	68			
FRL	57			

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	52			53			60	70	91			61
SWD	28			32			40	64			5	
ELL	30			41			47	49	88		7	61
AMI												
ASN	62			85							2	
BLK	52			44			49	77	93		7	65
HSP	51			56			65	63	89		7	60
MUL	79			79							2	
PAC												
WHT	60			60			75	80			4	
FRL	50			50			56	70	88		7	59

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	56	61	47	53	66	61	45	83	80			44
SWD	25	44	40	25	47	43	18	79				
ELL	37	47	36	40	56	58	29	74	58			44
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	48	59	51	45	66	62	38	80	79			32
HSP	57	61	45	57	65	59	47	84	80			47
MUL	56	50		50	60							
PAC												
WHT	73	67		64	69		55		82			
FRL	53	60	46	50	64	60	41	80	75			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
All Students	52	51	49	44	33	31	43	61	71			63
SWD	18	31	45	19	27	24	18	26				
ELL	38	52	55	35	33	34	30	65	70			63
AMI												
ASN												
BLK	43	45	46	31	28	26	31	60	69			56
HSP	54	52	50	46	34	36	40	60	69			65
MUL	57			62								
PAC												
WHT	73	65		64	50		77	86	79			
FRL	47	48	48	39	30	31	36	59	68			62

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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	56%	1%	54%	3%
07	2023 - Spring	43%	50%	-7%	47%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	52%	51%	1%	47%	5%
04	2023 - Spring	53%	58%	-5%	58%	-5%
06	2023 - Spring	42%	50%	-8%	47%	-5%
03	2023 - Spring	29%	52%	-23%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	40%	58%	-18%	54%	-14%
07	2023 - Spring	33%	48%	-15%	48%	-15%
03	2023 - Spring	49%	63%	-14%	59%	-10%
04	2023 - Spring	51%	64%	-13%	61%	-10%
08	2023 - Spring	44%	59%	-15%	55%	-11%
05	2023 - Spring	47%	58%	-11%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	29%	40%	-11%	44%	-15%
05	2023 - Spring	54%	50%	4%	51%	3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	56%	38%	50%	44%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	52%	48%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	65%	24%	63%	26%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	68%	-7%	66%	-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.

The data component that showed the lowest performance was Science. The contributing factors to last year's low performance included unfinished learning in previous grade levels, students' lack of academic vocabulary, lack of hands-on learning, teacher changes in fifth grade, while in eighth grade, enrollment was limited to students performing below grade level (as per historical data). In addition, advanced seventh grade students were not enrolled in Physical Science, which in the past has helped with the Eighth Grade Comprehensive Science score.

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 Civics. The factors that contributed to this decline included unfinished learning in previous grade levels, teacher changes, new teacher placements, inconsistent teaching methods amongst grade level, and having more than 50 percent of the seventh grade students performing below grade level (as per historical data). In addition, the Social Studies textbooks are predominantly online which led to inconsistent uses of formative assessments.

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, by a 1 percentage difference, was Math. Several factors contributed to this gap, including unfinished learning in previous grade levels, teacher changes in fifth and seventh grade, the introduction of a new teacher in sixth grade, and the majority of students in grades 3-8 performing below grade level in both reading and math (based on historical data).

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

Among all the data components, the area that exhibited the most significant improvement was our Acceleration component. Actions taken in this area include, explicit instruction, differentiation of instruction, consistent progress monitoring, targeted interventions, use of technology, and collaboration with other teachers that have previously taught or were currently teaching the same content.

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

After reflecting on the EWS data, we have identified school-wide attendance and the number of students performing one-two grade levels below proficient standards as our primary areas of concern, specifically in grades 3 and 7.

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

The highest priorities for school improvement this upcoming school year are as follows:

- School-wide attendance
- Bridging the gap for students performing below grade-level proficiency
- English/Language Arts
- Math
- Civics

Area of Focus

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

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

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

Based on our analysis of the 2023 ELA Florida Assessment of Student Thinking data for our school, we observed the following proficiency percentages across grades 3-8: in Third grade, there was a 29 proficiency percentage; in Fourth grade, there was a 53 proficiency percentage; in Fifth grade, there was a 57 proficiency percentage; in Sixth grade, there was a 42 proficiency percentage; in Seventh grade, there was a 43 proficiency percentage; and in Eighth grade, there was a 52 proficiency percentage. Examining the overall school data from 2023, we found that 46 percent of students in grades 3-8 achieved a level 3 or higher in the PM3 ELA F.A.S.T. Assessment. With the aim of maintaining or increasing the proficiency percentage, our objective is to attain at least a 5 percentage point increase through targeted interventions, the incorporation of interdisciplinary content within differentiated instruction, and the use of instruction aligned with standards.

Measurable Outcome:

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

If we differentiate instruction throughout grade levels and content areas, with fidelity, then the percentage of students in grades 3-8 scoring a proficient level on the 2024 PM3 ELA F.A.S.T. Assessment will increase by a minimum of 5 percentage points in comparison to the 2023 PM3 ELA F.A.S.T. Assessment

Monitoring:

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

Progress monitoring tools will be utilized by classroom teachers. In addition, the Leadership Team will conduct walkthroughs to ensure grade level standards/benchmarks are being instructed and met with appropriate rigor and fidelity.

Person responsible for monitoring outcome:

Deborah Brinson (djohnson5@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.)

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for adopting Differentiated Instruction as an evidenced-based strategy lies in its ability to cater to diverse learning needs within the same classroom. By providing multiple avenues for content acquisition, processing, and assessment, it ensures effective learning for all students, regardless of their abilities. Research supports its benefits, showing increased student engagement, motivation, and academic achievement. This personalized approach fosters an inclusive learning environment, minimizes achievement gaps, and accommodates both struggling and advanced learners, leading to improved academic outcomes for a wide range of 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.

Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible: Deborah Brinson (djohnson5@dadeschools.net)

By When: 08/17/23-10/31/23

Teachers will utilize weekly i-Ready data. As a result, teacher will use the most current data to plan and adjust instruction to meet the current student academic needs.

Person Responsible: Deborah Brinson (djohnson5@dadeschools.net)

By When: 08/17/23-10/31/23

Teachers will utilize data from the Florida F.A.S.T and the progress monitoring assessments to develop data driven lessons aligned with pacing guides.

Person Responsible: Deborah Brinson (djohnson5@dadeschools.net)

By When: 08/17/23-10/31/23

Teachers will utilize topic test data to develop data driven lesson plans aligned with pacing guides .

Person Responsible: Deborah Brinson (djohnson5@dadeschools.net)

By When: 10/31/23-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.

Based on our school's 2023 MATH Florida Assessment of Student Thinking data review, our school percentage proficiencies increased 17 percentage points in Fourth grade, 9 percentage points in Fifth grade, 1 percentage point in Sixth grade, 4 percentage points in Seventh grade, and a 10 percentage point loss in Eighth grade. Although learning gains were made in most of the testing grades, 53 percent of the students in grades 3-8 scored at or above a level 3, leading us to identify this as a continued area of focus. Our goal is to provide our teachers with ample opportunities to plan collaboratively allowing the expansion of their foundations and heighten their ability to create engaging, individualized lessons to extend their students' learning.

Measurable Outcome:

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

By the conclusion of the 2023-2024 academic year, our objective is to enhance our Math proficiency percentage by a minimum of 3 percentage points in grades 3-8, as measured by the Florida Assessment of Student Thinking (FAST) scores. To achieve the measurable goal our school will continue conducting data-driven instruction through regular assessment analysis and formative assessments, fostering collaborative planning in professional learning communities, implementing differentiated instruction with high-quality curriculum and resources, providing effective formative feedback and classroom management techniques, offering targeted professional development, integrating technology for personalized learning, and maintaining continuous monitoring and feedback loops. This comprehensive approach will empower teachers, engage students, and drive progress toward our goal.

Monitoring:

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

To monitor the objective of increasing Math proficiency by at least 3 percentage points in grades 3-8, as measured by FAST scores, during the 2023-2024 academic year, a comprehensive approach will be employed. This entails continuous data-driven instruction through assessment analysis and formative assessments, collaborative planning in professional learning communities, differentiated instruction with quality resources, timely formative feedback, effective classroom management, targeted professional development, personalized learning technology integration, and consistent progress monitoring. Regular assessment reviews and feedback loops will guide adjustments, fostering teacher empowerment, student engagement, and progress toward the targeted goal.

Person responsible for monitoring outcome:

Deborah Brinson (djohnson5@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 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 larger groups. Peer teaching/learning is a type of collaborative learning that involves students working in pairs or 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 both for the students being helped as well as for those giving the help.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative planning empowers teachers to enhance instructional quality, ensure alignment and consistency, share best practices, maximize resource efficiency, foster a supportive professional community, and take a student-centered approach. By pooling expertise and resources, teachers create comprehensive and effective instructional plans, promote a cohesive educational experience, and continuously improve their teaching practices. This collaborative approach allows for the sharing of resources, knowledge, and support, leading to improved student learning outcomes.

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.

Facilitate collaborative planning meetings as needed to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible: Deborah Brinson (djohnson5@dadeschools.net)

By When: 08/17/23-10/31/23

Facilitate group and individual teacher data chats to provide teachers the opportunity to analyze their data with the school leadership team and discuss any needs or concerns the teacher may have with their class.

Person Responsible: Deborah Brinson (djohnson5@dadeschools.net)

By When: 08/17/23-10/31/23

Facilitate collaborative planning meetings as needed to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups

Person Responsible: Deborah Brinson (djohnson5@dadeschools.net)

By When: 08/17/23-10/31/23

Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction

Person Responsible: Deborah Brinson (djohnson5@dadeschools.net)

By When: 10/31/23-Ongoing

Facilitate group and individual teacher data chats to provide teachers the opportunity to analyze their data with the school leadership team and discuss any needs or concerns the teacher may have with their class.

Person Responsible: Deborah Brinson (djohnson5@dadeschools.net)

By When: 10/31/23-Ongoing

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

Based on our school's 2023 Florida Assessment of Student Thinking and End-Of-Course Assessment data analysis, our school's Students With Disabilities Subgroup Performance percentage proficiencies averaged below the required 41 percentage proficiency in the ELA and MATH reporting categories (ELA - 19 percentage proficiency and MATH - 21 percentage proficiency). This has lead us to identify this subgroup as a continued area of focus for the 2023-2024 academic school year. Our goal is to increase the percentage proficiencies by at least 22 percentage points across both the ELA and MATH reported categories, helping us move towards expected percentage proficiency.

Measurable Outcome:

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

The objective for the 2023-2024 academic year is to elevate the proficiency percentages in ELA and MATH reporting categories from below 41% (20 percentage proficiency average) to a minimum of 42%. This will be accomplished through targeted interdisciplinary interventions, rigorous standard-aligned instruction, and extended learning opportunities.

Monitoring:

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

The progress of our area of focus will be monitored through a comprehensive plan involving regular formative assessments, summative assessments at key intervals, and ongoing analysis of data. Open communication channels with teachers and staff will facilitate feedback and collaborative solutions. Progress reports will be shared with stakeholders for transparency and to maintain alignment with the goal of increasing the proficiency percentages. This approach ensures a dynamic and responsive monitoring process.

Person responsible for monitoring outcome:

Raquel Calveiro (raquelcalveiro@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.)

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Integrating Data-Driven Instruction (DDI) into our school's framework underscores our dedication to personalized learning, informed decision-making, and measurable outcomes. Data-Driven Instruction equips our educators with the tools to tailor instruction to individual student needs, ensuring a student-centered approach. By analyzing data trends, we enhance our capacity for responsive and targeted teaching, exemplified through Instructional Focus Calendars. Regular assessments drive measurable outcomes and foster collaboration among teachers, while anchoring professional development in

evidence-based practices. By embracing Data-Driven Instruction, we forge a culture of academic excellence, propelling both educators and students toward continuous growth and achievement.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Implement weekly i-Ready incentives for students who meet the minimum requirements of usage and pass rates.

Person Responsible: Raquel Calveiro (raquelcalveiro@dadeschools.net)

By When: 08/17/23-10/31/23

Implement semester i-Ready incentives for students who placed on grade level and consistently completed usage and pass rate requirements.

Person Responsible: Raquel Calveiro (raquelcalveiro@dadeschools.net)

By When: 08/17/23-10/31/23

Teachers will utilize weekly i-Ready data. As a result, teacher will use the most current data to plan and adjust instruction to meet the current student academic needs

Person Responsible: Raquel Calveiro (raquelcalveiro@dadeschools.net)

By When: 08/17/23-10/31/23

Teachers will utilize weekly i-Ready data. As a result, teacher will use the most current data to plan and adjust instruction to meet the current student academic needs

Person Responsible: Raquel Calveiro (raquelcalveiro@dadeschools.net)

By When: 10/31/23-Ongoing

Implement semester i-Ready incentives for students who placed on grade level and consistently completed usage and pass rate requirements.

Person Responsible: Raquel Calveiro (raquelcalveiro@dadeschools.net)

By When: 10/31/23-Ongoing

#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.

After analyzing our school-wide attendance data in Power BI, we have identified that attendance remains a significant concern within our school. Furthermore, we have observed a link between student achievement and attendance. In the previous academic year (2022-2023), 42% of our students had more than 10 reported absences. Our objective is to reduce this percentage by 3%. To achieve this, we will persist in customizing our attendance initiatives and enhancing our relationships with stakeholders, all in an effort to consistently improve attendance rates.

Measurable Outcome:

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

By the end of the 2023-2024 academic school year, we aim to reduce the percentage of students with more than 10 reported absences from 42% (in the 2022-2023 academic year) to 39%. This 3% reduction will be achieved through the implementation of tailored attendance initiatives and strengthened engagement with stakeholders, ultimately leading to improved attendance rates and enhanced student achievement.

Monitoring:

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

To effectively monitor and enhance the improvement of attendance rates within our school, we will employ a comprehensive approach. This will involve continuous data analysis using tools like Power BI, establishment of key performance indicators (KPIs) including the percentage of students exceeding 10 absences and the average absences per student, and regular dissemination of informative reports to engage stakeholders. We are committed to maintaining active communication with parents, teachers, and students, ensuring timely interventions for those at risk. Through the collection and integration of feedback, mid-year reviews, and celebratory recognition of milestones, we aim to cultivate a culture of attendance improvement. Ongoing comparison with baseline data and sustained long-term tracking will allow us to identify trends and secure enduring progress for the benefit of our school community.

Person responsible for monitoring outcome:

Steven Hoskins (260288@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.

The rationale for choosing the "Strategic Attendance Initiatives" as a means to boost school-wide attendance percentages lies in its comprehensive approach to tackling absenteeism. This strategy encompasses close monitoring, parental engagement through calls and home visits, direct interventions like counseling and referrals to external resources, and the motivation of perfect attendance incentives. By addressing attendance from multiple angles and stages, this approach aims to identify early patterns, involve parents, provide student support, collaborate with external agencies, and foster a culture of positive attendance, all of which collectively contribute to enhancing overall attendance rates and nurturing a conducive learning environment.

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.

Daily school wide attendance initiative and incentive " Are you in School Today," As a result, students will be recognized for being present in school.

Person Responsible: Steven Hoskins (260288@dadeschools.net)

By When: 08/17/23-10/31/23

Classroom perfect attendance initiative and incentives for classes who have 13 days of perfect attendance. As a result, teachers and students will be motivated to be present at school.

Person Responsible: Steven Hoskins (260288@dadeschools.net)

By When: 08/17/23-10/31/23

Monthly i-Attend meetings will be held with students and counselors addressing excessive absences. As a result, students and parents will be provided with resources addressing good attendance.

Person Responsible: Steven Hoskins (260288@dadeschools.net)

By When: 08/17/23-10/31/23

Grade level perfect attendance initiative and incentives for grade levels who have 100 percent attendance for 1 day. As a result students will be motivated to be present at school.

Person Responsible: Steven Hoskins (260288@dadeschools.net)

By When: 10/31/23-Ongoing

100 days of school incentives for students and staff who have had 100% attendance on the 100th day of school. There will also be an incentive if the school is able to achieve 100% attendance on the 100th day of school. As a result, students will be motivated to be present at school.

Person Responsible: Steven Hoskins (260288@dadeschools.net)

By When: 10/31/23-Ongoing

Quarterly perfect attendance incentives and certificates for students with 100% attendance at the end of each grading period. As a result, students will be motivated to be present at school.

Person Responsible: Steven Hoskins (260288@dadeschools.net)

By When: 10/31/23-Ongoing

100 days of school incentives for students and staff who have had 100% attendance on the 100th day of school. There will also be an incentive if the school is able to achieve 100% attendance on the 100th day of school. As a result, students will be motivated to be present at school.

Person Responsible: Steven Hoskins (260288@dadeschools.net)

By When: 10/31/23-Ongoing

Quarterly perfect attendance incentives and certificates for students with 100% attendance at the end of each grading period. As a result, students will be motivated to be present at school.

Person Responsible: Steven Hoskins (260288@dadeschools.net)

By When: 10/31/23-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).

The district employs a systematic process to review school improvement funding allocations, ensuring resources are distributed based on the specific needs of schools designated as ATSI, TSI, or CSI. Since our school's SWD subgroup performance fell below 41 percent proficiency in ELA, MATH, and SCIENCE, our school has been identified as an ATSI school for the upcoming 2023-2024 academic school year, which will have our school conducting a comprehensive needs assessment, analyze available resources, and prioritize equitable allocation based on severity of need and school-specific challenges. Additionally, we will consistently perform ongoing monitoring, support, evaluation, and make adjustments to maximize the impact of allocated resources and facilitate continuous improvement in student outcomes.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

Based on our school's 2023 Florida Assessment of Student Thinking analysis, 67 percent of our first grades and 51 percent of our second graders scored below the proficiency standard set by the statewide assessment in the ELA reporting category. It is imperative to focus on this matter since its extensive ramifications affect not only academic accomplishments but also the promotion of educational fairness, aligning with our school's dedication to delivering high-caliber instruction. By prioritizing the enhancement of literacy results, our objective is to narrow initial disparities, enable students for prospective accomplishments across various disciplines, and cultivate an all-encompassing, impartial learning atmosphere.

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

Based on our school's 2023 Florida Assessment of Student Thinking analysis, 71 percent of our third graders scored below a Level 3 on the statewide assessment in the ELA reporting category. Addressing this issue is crucial due to its far-reaching consequences on academic achievement and also in terms of fostering educational equity and upholding our school's commitment to providing quality education. By

focusing on improving these literacy outcomes, we aim to bridge foundational gaps, empower students for future success across all subjects, and promote a more inclusive and equitable learning environment.

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

By the end of the academic year, we aim to observe a minimum 15% increase in overall literacy assessment scores across both First grade and Second grade levels, reflecting the successful bridging of foundational gaps and improved student competency in reading, writing, and critical comprehension skills. This measurable improvement will contribute to a more inclusive and equitable learning environment, aligning with our commitment to fostering educational equity and enhancing academic achievement.

Grades 3-5 Measurable Outcomes

By the end of the 2023-2024 academic year, the percentage of third-grade students scoring at or above a level 3 on state reading assessments will increase from the 2022-2023 proficiency percentage of 29% (71% below level 3) to a target of 50%, reflecting a substantial improvement in literacy proficiency and demonstrating our commitment to fostering academic growth and achievement.

Monitoring

Monitoring

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

The school's targeted focus on enhancing third-grade students' literacy proficiency will be diligently monitored through an integrated approach. This will encompass routine formative assessments to gauge progress, comprehensive data analysis to identify trends, personalized interventions addressing specific needs, professional development for educators, active engagement with parents and the community, individual progress tracking, and mid-year/year-end reviews. This ongoing monitoring process will enable adaptive instruction, timely interventions, informed decision-making, and the celebration of achievements. Ultimately, this dynamic approach will directly impact student achievement outcomes by fostering responsive teaching, motivating students, and ensuring the effective implementation of strategies to elevate literacy proficiency among third-grade students.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Alexandre, Tania, alexandret@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?

We will be implementing the evidence-based practice of 'metacognition' as it is a technique used to teach students how to think about their thinking. It is an increasingly useful mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes.

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?

Incorporating metacognition is a strategically sound choice, underpinned by its proven capacity to amplify student learning outcomes, cultivate lifelong learners, encourage self-regulation, facilitate personalized education, promote equity, and align with evidence-based educational research. Metacognition empowers students to thoughtfully assess their thinking processes, equipping them with invaluable skills for academic excellence and life beyond the classroom. By fostering a culture of metacognition, we are committed to nurturing independent, resilient, and inclusive learners who can thrive in an ever-evolving world.

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>Explicit Instruction: Train educators to explicitly teach metacognitive strategies to students. Show them how to encourage students to set goals, plan their learning processes, monitor progress, and reflect on their learning experiences.</p>	<p>Alexandre, Tania, alexandret@dadeschools.net</p>
<p>Modeling: Encourage teachers to model metacognitive thinking by verbalizing their own thought processes during lessons. This helps students see metacognition in action and internalize these strategies.</p>	<p>Alexandre, Tania, alexandret@dadeschools.net</p>
<p>Monitoring and Evaluation: Establish a system for ongoing monitoring and evaluation of the implementation process. Regularly assess the effectiveness of metacognitive strategies and make necessary adjustments.</p>	<p>Alexandre, Tania, alexandret@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.

To disseminate the School Improvement Plan (SIP), UniSIG budget, and SWP to stakeholders, such as students, families, school staff, school leadership team, and local businesses and organizations, the following plan is proposed: Firstly, the school's website will serve as the primary platform, featuring a prominent section on the homepage and dedicated pages under "About Us" or "Our School" to provide an overview of the SIP. A "Resources" or "Documents" section will offer easy access to download the SIP, UniSIG budget, and SWP. Regular updates will be shared in the "News" or "Announcements" section. Email communication will be utilized to send newsletters to parents/guardians and staff, including links or attachments to the SIP. Parent-teacher meetings and events will incorporate presentations and handouts summarizing the SIP. Community outreach will involve meetings or workshops with local businesses and organizations, exploring partnership opportunities. The language used will be parent-friendly and free of jargon.

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 prioritizes building positive relationships with parents, families, and community stakeholders to fulfill its mission, support student needs, and keep parents informed of their child's progress. This is achieved through open communication channels, regular parent-teacher conferences, parent education workshops, family events and activities, a parent volunteer program, parent advisory committees, and community partnerships. The school's Family Engagement Plan, which outlines these strategies and initiatives, is publicly available on the school's website.

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 is actively working to strengthen its academic program by redesigning the curriculum to incorporate more rigorous content. They are increasing learning time through extended opportunities like after-school programs and summer enrichment programs. Teachers receive professional development to enhance their instructional strategies, and technology integration is prioritized. Enrichment programs and partnerships provide students with hands-on experiences, and differentiated instruction ensures individualized learning. If applicable, specific areas of focus are addressed through targeted interventions and data-driven strategies. The school's overall aim is to provide an enriched and accelerated curriculum that prepares students for future success.

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