

Miami-Dade County Public Schools

Ben Sheppard Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Ben Sheppard Elementary School

5700 W 24TH AVE, Hialeah, FL 33016

<http://bensheppard.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.

To provide all students with an excellent instructional program in which their individual needs are met by providing a rigorous curriculum from Highly Qualified instructional staff who utilize effective teaching practices in order for every student to be prepared to compete in a global society.

Provide the school's vision statement.

Ben Sheppard Elementary aims to provide a quality education where all students will reach their full potential within a caring and secure environment.

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
Tagle, Eduardo	Principal	Establishes a common vision for the implementation of data-driven Instruction, the use of data based decision making, and ensuring a safe and secure environment for all stakeholders. Ascertains that the school-based team is implementing MTSS/RtI and ensures implementation of intervention support and the maintenance of all documentation. Secures adequate professional development to support MTSS/Rti implementation and communicates with staff and parents regarding school-based plans and activities.
Zayas, Angela	Assistant Principal	Assist the principal in the establishment of a common vision for the implementation of Data-Driven instruction, the use of data based decision making, and ensuring a safe secure learning environment for all stakeholders. Support the principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members, communicates with staff, parents and students regarding school based plans and activities.
Alvarez, Maria	Math Coach	Analyze current and past data in order to identify systematic patterns of students needs while working with teachers to develop appropriate intervention strategies and provide support as needed. Facilitate the design and implementation of progress monitoring, data collection, and data analysis.
Gonzalez, Sylvia	Reading Coach	Analyze current and past data in order to identify systematic patterns of students needs while working with teachers to develop appropriate intervention strategies and provide support as needed. Facilitate the design and implementation of progress monitoring, data collection, and data analysis.
Ruiz, Pura	Magnet Coordinator	Analyze current and past data in order to identify systematic patterns of students needs while working with teachers to develop appropriate intervention strategies and provide support as needed. Facilitate the design and implementation of progress monitoring, data collection, and data analysis.

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 2023 Teacher, Parent and Student School Climate survey were analyzed and used to develop the SIP. School Leadership Team collaborated during Synergy sessions and in school meetings to discuss, initiate and finalize Phase 1 of the SIP process.

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))

Through faculty, grade level and department meetings, the SIP will be regularly monitored to ensure the effectiveness of our evidence based intervention in order to achieve out intended outcomes.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 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	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 English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
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	

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	

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

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

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	17	30	21	18	12	16	0	0	0	114	
One or more suspensions	0	1	0	0	0	0	0	0	0	1	
Course failure in ELA	0	3	19	33	8	8	0	0	0	71	
Course failure in Math	0	1	14	8	3	3	0	0	0	29	
Level 1 on statewide ELA assessment	0	0	0	24	15	12	0	0	0	51	
Level 1 on statewide Math assessment	0	0	0	16	21	13	0	0	0	50	
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		

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	2	4	14	27	15	14	0	0	0	76

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	5	25	1	0	0	0	0	37
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	17	30	21	18	12	16	0	0	0	114	
One or more suspensions	0	1	0	0	0	0	0	0	0	1	
Course failure in ELA	0	3	19	33	8	8	0	0	0	71	
Course failure in Math	0	1	14	8	3	3	0	0	0	29	
Level 1 on statewide ELA assessment	0	0	0	24	15	12	0	0	0	51	
Level 1 on statewide Math assessment	0	0	0	16	21	13	0	0	0	50	
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		

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	2	4	14	27	15	14	0	0	0	76

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	5	25	1	0	0	0	0	37
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	70	60	53	66	62	56	56		
ELA Learning Gains				73			44		
ELA Lowest 25th Percentile				65			30		
Math Achievement*	78	66	59	66	58	50	50		
Math Learning Gains				67			35		
Math Lowest 25th Percentile				58			36		
Science Achievement*	70	58	54	52	64	59	40		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	70	63	59	63			58		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	358
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	510
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	68			
AMI				
ASN				
BLK				
HSP	71			
MUL				
PAC				
WHT				
FRL	71			

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	43			
ELL	59			
AMI				
ASN				
BLK				
HSP	63			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	63			

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	70			78			70					70
SWD	37			68			44				5	53
ELL	64			76			68				5	70
AMI												
ASN												
BLK												
HSP	69			78			69				5	71
MUL												
PAC												
WHT												
FRL	70			77			65				5	71

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	66	73	65	66	67	58	52					63
SWD	32	65	68	34	37	40	13					57
ELL	60	69	62	60	64	52	42					63
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												
HSP	66	73	64	65	66	58	52					63
MUL												
PAC												
WHT												
FRL	64	72	65	64	67	60	49					63

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	56	44	30	50	35	36	40					58
SWD	33	41	27	25	37	33	21					53
ELL	53	40	27	48	38	43	32					58
AMI												
ASN												
BLK												
HSP	56	43	30	49	35	36	39					57
MUL												
PAC												
WHT												
FRL	54	44	25	47	33	33	40					57

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	58%	56%	2%	54%	4%
04	2023 - Spring	57%	58%	-1%	58%	-1%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	76%	63%	13%	59%	17%
04	2023 - Spring	76%	64%	12%	61%	15%
05	2023 - Spring	67%	58%	9%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	60%	50%	10%	51%	9%

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.

There was a significant (-9%) decline in ELA proficiency due to the implementation of the new curriculum and instructional materials. There was a decline in proficiency in 3rd and 4th grade.

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

The greatest decline from the prior year was identified in 4th grade ELA which displayed of 24 percentage point decrease. Factors that contributed to the decline include high influx of ELL students and the implementation of the new curriculum and instructional materials.

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.

As compared to the state average, 5th grade Math displays a positive gap of +27 percentage points. Every other grade level and subject areas matched or surpassed the state average. The factors that contributed to this positive gap included Saturday Academy, before and after-school tutoring, Tier 2/Tier 3 interventions, data chats, and coaching cycles.

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

The data component showed the most improvement was in the area of Science with a 8 percentage point increase from 52% to 60%. New actions that took place included the Saturday Academy, implementation of J&J supplemental resource, and the use of EduSmart Remediation Platform.

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

After reviewing the EWS data from Part I, the two areas of concern are attendance of students with 10% or more days in K-5 and course failure in ELA (in 2nd and 3rd grade).

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

1. Overall ELA Proficiency
2. Proficiency of T1W, T2, T3 in ELA
3. 4th grade ELA proficiency decline
4. Attendance in K-5
5. Course failure in ELA for 2nd/3rd grade (based on EWS)

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 ELA**Area of Focus Description and Rationale:**

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

According to the 2022-2023 FAST PM3 data, 58% of 3-5 ELA students showed proficiency as compared to 67% in 2022, demonstrating a 9 percentage point decline. Based on the data and the identified contributing factors of high influx of ELL students and implementation in new curriculum and instructional materials. We will implement the Targeted Element of Data-Driven Instruction in order to increase student ELA proficiency in grades 3-5.

Measurable Outcome:

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

If we successfully implement Data-Driven Instruction, ELA student proficiency in grades 3-5 will increase at least 2 percentage points by June 2024.

Monitoring:

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

Reading Coach will provide support to teachers through department meetings and professional development. The Leadership team will conduct quarterly data chats and follow-up with regular walkthroughs to monitor instruction and implementation of bi-weekly assessments with fidelity.

Person responsible for monitoring outcome:

Sylvia Gonzalez (sylgonzalez@dadeschools.net)

Evidence-based Intervention:

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

The evidence-based intervention being implemented for this area of focus is Data-Driven Instruction.

Data-Driven Instruction will allow teachers to use student data to guide instructional planning and delivery. Teachers will review and analyze their assessment data to target specific standards throughout the year based on data outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will meet students needs by creating data aligned lesson plans and make necessary adjustments based on fluid data.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Develop focus calendars based on data outcome. As a result of Data-Driven Instruction, teachers will have specific standards to target during instruction throughout the year.

Person Responsible: Sylvia Gonzalez (sylgonzalez@dadeschools.net)

By When: (August 14, 2023 - September 29, 2023)

Monitor administration of bi-weekly assessments with fidelity. As a result of Data-Driven Instruction, areas in need of improvements will be identified.

Person Responsible: Sylvia Gonzalez (sylgonzalez@dadeschools.net)

By When: (August 14, 2023 - September 29, 2023)

Analyze current data from bi-weekly assessments to maintain fluid grouping of students. As a result of Data-Driven Instruction, specific standards will be targeted for remediation.

Person Responsible: Sylvia Gonzalez (sylgonzalez@dadeschools.net)

By When: (August 14, 2023 - September 29, 2023)

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

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

According to the 2022-2023 FAST PM3 Math Data, 73% of 3rd-5th grade students were proficient in mathematics as compared to the 2022 Math FSA average of 66%. Based on the data and the identified contributing factors of needing to actively engage students in the lowest 25 percentile, we will implement Data-Driven Decision Making. This will contribute to continued acquisition of learning gains and achieving proficiency.

Measurable Outcome:

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

By successfully implementing Data Driven Decision Making, students in the lowest 25 percentile will increase achievement by 3 percentage points as evidenced by the FAST PM3 Math in May 2024.

Monitoring:

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

Math Liaison will provide support to teachers through department meeting and professional developments. The Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to monitor instruction. Extended Learning opportunities will be provided for the students for the students in the lowest 25 percentile subgroup.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

The evidence based intervention that has been chosen to support the area of focus is Data Driven Decision Making.

Data Driven Decision Making will provide the informed decisions on goal setting and interventions and differentiating instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will meet student needs by creating data aligned lesson plans and make necessary adjustments based on fluid data.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Facilitate weekly collaborative planning meetings within each grade level to discuss student data and adjust instructional plans to address areas of weakness.

Person Responsible: Eduardo Tagle (pr5021@dadeschools.net)

By When: 8/14/23-9/29/2023

Math Liaison will meet with math teachers monthly to review topic data, provide best practices and instructional resources to target the lowest standards.

Person Responsible: Maria Alvarez (mgonzalez720@dadeschools.net)

By When: 8/14/23-9/29/2023

Grade level math leaders will attend district-provided Content Academy professional developments. Information gathered will be shared with grade level at best practice meetings.

Person Responsible: Maria Alvarez (mgonzalez720@dadeschools.net)

By When: 8/14/23-9/29/2023

#3. 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.

According to the Student Attendance 3-year Comparison Report, our attendance has had a steady decline. Our current data indicates that for the past 2 academic years 37% of our students have had more than 10 absences as compared to 14% in the 2020-2021 school year. As a result, the strategy of Attendance Initiatives was selected to address the student attendance decline.

Measurable Outcome:

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

If we successfully implement the evidenced based intervention of Attendance Initiatives, then the number of students with 10 or more absences will decrease by at least 5 percentage points by June 2024.

Monitoring:

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

Teachers, counselors, media specialist and assistant principals will monitor student attendance on a monthly basis. The class with the highest number of days in a month with 100% attendance in each grade level will be recognized and celebrated. Individual students will also be recognized and celebrated through our "Are You In School Today Program".

Person responsible for monitoring outcome:

Eduardo Tagle (pr5021@dadeschools.net)

Evidence-based Intervention:

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

The evidence-based intervention of Attendance Initiatives involves the the close monitoring of student attendance to ensure they do not exceed 10 absences. Parental support and collaboration will be an essential component of this initiative.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance Initiatives will assist in narrowing the attendance gap amongst our students. Student attendance will be monitored on a monthly basis to prevent a pattern of excessive absences.

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.

Media specialist and counselors will ensure that the class with the highest number of days in a month with 100% attendance in each grade level will be recognized through morning announcements, picture mural, and PTA rewards.

Person Responsible: Eduardo Tagle (pr5021@dadeschools.net)

By When: 8/14/23-9/29-23

Counselors will ensure that Individual students are recognized and celebrated through our "Are You In School Today Program". Incentives will be provided.

Person Responsible: Eduardo Tagle (pr5021@dadeschools.net)

By When: 8/14/23-9/29/23

Teachers will create individual classroom incentives to encourage and promote their class has 100% attendance daily.

Person Responsible: Eduardo Tagle (pr5021@dadeschools.net)

By When: 8/14/23-9/29/23

#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.

According to the 2023 School Climate Survey 45% of teachers feel that staff morale is low. As a result team building activities will be implemented throughout the school year to increase staff morale.

Measurable Outcome:

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

If we successfully implement the evidence based practice of Team Building Activities, then staff morale will increase by at least 5%.

Monitoring:

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

Leadership team will create opportunities for staff to participate in various team building activities throughout the school year. Attendance will be monitored at each event to make necessary adjustments to increase participation.

Person responsible for monitoring outcome:

Eduardo Tagle (pr5021@dadeschools.net)

Evidence-based Intervention:

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

The evidence based intervention of Team building activities ensures that the leadership team implements ongoing team building and social activities for all school staff.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Participation in Team building activities will improve the overall staff morale.

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.

Leadership team will provide opportunity for teachers to come together prior to the opening of schools meeting to socially interact with colleagues.

Person Responsible: Eduardo Tagle (pr5021@dadeschools.net)

By When: August 2023

Social Committee will create a monthly themed activities calendar for teachers to participate.

Person Responsible: Pura Ruiz (puraruiz@dadeschools.net)

By When: Monthly

Teachers will participate in team bonding activity during first Teacher Planning Day. Teachers will decorate parking bumpers.

Person Responsible: Eduardo Tagle (pr5021@dadeschools.net)

By When: September 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

According to the 2022-2023 STAR PM3 ELA data, 63% of first grade students and 56% of second grade students scored below level 3. Based on the data and the identified contributing factors of computer based testing we will implement the evidenced based strategy of technology integration in order to increase ELA proficiency in grades 1-2.

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

According to the 2022-2023 FAST PM3 ELA data, 58% of 3rd-5th grade students scored a level 3 or above. In order to increase proficiency we will implement the evidenced based strategy of technology integration in order to increase ELA proficiency in grades 3-5.

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

If we successfully implement technology integration, ELA student proficiency in grades 1-2 will increase by at least 5% by June 2024.

Grades 3-5 Measurable Outcomes

If we successfully implement technology integration, ELA student proficiency in grades 3-5 will increase by at least 5% by June 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.

K-2 Reading Liaison and the PLST Digital Innovator will provide support through department meetings and professional development. The Digital Innovator will coordinate lab schedule times to allow for students to complete bi-weekly assessment on computers and leadership team will monitor data.

3-5 Reading Liaison will provide ongoing support and professional learning through department meetings. Teachers will incorporate the use of various online platforms to provide additional practice with online assessments.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Moorer, Tonya , tmoorer@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?

The evidenced based practice of Technology integration will allow teachers to use computer and technology skills to provide instructional delivery. Teachers will provide opportunities for students to apply those skills to learning and problem solving in ELA.

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?

Teachers will meet student needs by creating opportunities for students to actively engage in technology in order prepare for the computer based assessments. Frequent exposure to technology will increase student confidence with online assessments.

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
Leadership team will identify one reading leader per grade level to serve as a leader to their team. Reading leader will provide instructional support as needed.	Tagle, Eduardo, pr5021@dadeschools.net
K-2 Reading Liaison will provide strategies and support on how to incorporate technology in the classroom. Additionally, the liaison will monitor that students are actively engaged in technology.	Moorer, Tonya , tmoorer@dadeschools.net
Students will complete computer based assessments on a weekly basis in first grade or bi-weekly in kindergarten and second grade.	Moorer, Tonya , tmoorer@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

Dissemination of the SIP to all stakeholders will take place during faculty and EESAC Meetings.

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 Leadership Team and the Community Involvement Specialist (CIS) will work to connect with families to be more engaged in their child's education. The teacher leaders and the CIS will organize monthly parent workshops based on needs assessment survey. In addition, the School Leadership Team will host Open House, STEM Community Nights and other events.

www.bensheppardelementary.org

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)

NA

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))

NA

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: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00

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

Budget Approval

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

No