

Miami-Dade County Public Schools

Miami Beach South Pointe Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Miami Beach South Pointe Elementary School

1050 4TH ST, Miami Beach, FL 33139

<http://southpointe.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 Miami Beach South Pointe Elementary community recognizes that every unique child has gifts and talents. We accept the challenge to find and nurture these qualities in each child. Miami Beach South Pointe Elementary School's mission is to provide inquiry based learning in a safe, supportive environment where our staff develops critical thinkers who are reflective, compassionate, and internationally minded life-long learners who create positive influences throughout the world.

Provide the school's vision statement.

At Miami Beach South Pointe Elementary School, we are devoted to providing our students with a nurturing and safe environment to stimulate both personal and intellectual development. It is our purpose to foster growth of the mind and the body by enlisting the support of the entire school community. This community includes the entire staff, students, parents and all other interested parties. We aspire to enhance our students' understanding of the world beyond our walls by extending the components of our instructional program to include connections to real life experiences. Through daily interaction with an environment that is enriched with a strong multicultural flavor, a diversified technology base, and an instructional staff dedicated to this mission driven vision, we strive to achieve exemplary status among our peers. Miami Beach South Pointe Elementary School's vision is to create a school environment where each individual child will be nurtured and educated based on his or her needs. We are committed to creating an environment where children grow to become globally aware, well rounded, peaceful citizens.

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
Arsenault, Betty	Instructional Media	As Media Specialist, Mrs. Arsenault is in charge of instilling the love for reading. Additionally, she sits in collaborative planning sessions to support teachers with reading benchmarks. She also assists the school in identifying and rewarding classrooms with perfect attendance.
Greene, Carolyn	Teacher, K-12	Mrs. Greene is our IB Coordinator and STEAM liaison. She meets as part of the collaborative planning team and works with teachers to ensure they are following the IB Planners and assist teachers in planning and reflecting their lessons. In addition, she is also our STEAM Liaison that supports our teachers with STEAM Labs and math and science.
Gonsky, Lisa	Assistant Principal	Mrs. Gonsky monitors attendance for the school. She also oversees the intervention program and ensures that intervention data is recorded regularly. As LEA, she meets with SPED teachers regularly to make sure goals on IEP are met and updated.
Mazon, Jorge	Principal	Mr. Mazon attends collaborative planning sessions to support and facilitate the collaborative sessions. He works with business partners to secure incentives for staff and students to increase staff and student morale.

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 data is shared with faculty and instructional practices with areas of concern are identified. A SIP plan is drafted and then is shared with the EESAC. The EESAC committee meets every other month. The SIP is discussed at this time, and input is provided. The EESAC comprises school leadership, teachers, parents, a business representative, and staff members. The EESAC is advertised, and all stakeholders are welcome.

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 targeted students in the SIP are addressed at grade-level data meetings. If progress still needs to be met, revisions of the SIP are discussed and then brought in front of the EESAC committee. A reflection of the SIP is completed by staff after the mid-year progress monitoring assessment is completed. The teachers conduct an examination as to the implementation and impact as well. If the

targeted students are not making the expected progress, the leadership team meets and revises the plan as needed.

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	No
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	66%
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) Hispanic Students (HSP) 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	5	5	5	3	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	2	7	2	2	0	0	0	13
Course failure in Math	0	0	7	1	3	1	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	4	11	10	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	3	9	5	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	14	18	14	13	14	0	0	0	73

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	1	5	6	6	0	0	0	18

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	4	0	0	0	0	0	4
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	6	4	2	5	3	0	0	0	27
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	3	3	3	19	1	0	0	0	29
Course failure in Math	0	3	3	3	8	6	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	15	21	15	0	0	0	51
Level 1 on statewide Math assessment	0	0	0	8	10	19	0	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	15	15	28	20	0	0	0	85

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	7	15	15	28	20	0	0	0	85

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	3	3	1	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	5	5	5	3	0	4	0	0	0	22
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	2	4	5	2	2	0	0	0	15
Course failure in Math	0	7	1	3	1	4	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	15	10	14	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	12	5	11	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	18	10	17	13	18	0	0	0	90

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	1	1	10	6	9	0	0	0	27

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	4	0	0	0	0	0	4
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*	71	60	53	66	62	56	60		
ELA Learning Gains				57			56		
ELA Lowest 25th Percentile				45			89		
Math Achievement*	76	66	59	69	58	50	59		
Math Learning Gains				57			35		
Math Lowest 25th Percentile				60			33		
Science Achievement*	70	58	54	56	64	59	45		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	67	63	59	57			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	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)	ATSI
OVERALL Federal Index – All Students	58

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	467
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	53			
ELL	62			
AMI				
ASN				
BLK				
HSP	65			
MUL				
PAC				
WHT	89			
FRL	66			

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	28	Yes	2	1
ELL	44			
AMI				
ASN				
BLK				
HSP	53			

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	70			
FRL	52			

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	71			76			70					67
SWD	38			54			60				4	61
ELL	54			61			60				5	67
AMI												
ASN												
BLK												
HSP	62			64			63				5	68
MUL												
PAC												
WHT	86			92			89				4	
FRL	61			71			56				5	70

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	57	45	69	57	60	56					57
SWD	15	33	31	22	41	31	18					31
ELL	35	49	46	42	50	50	21					57
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	56	55	41	59	56	56	46					55
MUL												
PAC												
WHT	79	64		81	58		68					
FRL	55	55	36	59	54	58	47					54

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	60	56	89	59	35	33	45					63
SWD	25	55		41	30							50
ELL	38	63	94	40	38	43	35					63
AMI												
ASN												
BLK												
HSP	48	57	89	49	33	33	36					61
MUL												
PAC												
WHT	81	53		79	40		75					80
FRL	48	55	88	47	33	33	33					60

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	60%	56%	4%	54%	6%
04	2023 - Spring	76%	58%	18%	58%	18%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	65%	52%	13%	50%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	71%	63%	8%	59%	12%
04	2023 - Spring	79%	64%	15%	61%	18%
05	2023 - Spring	71%	58%	13%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	50%	13%	51%	12%

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.

In grade 1 ELA, only 40 percent of the students scored at proficiency based on the STAR PM3. They had the greatest need for tier 3 intervention based on STAR PM3. – Students lacked necessary reading foundational skills.

ELA - Reading Across Genres & Vocabulary had the highest percentage of the students struggling with that reporting category according to the FAST PM3 for Grade 3. In grade 3, 65 percent met high standards on the FAST PM3. Many new teachers in grades 3.

Mathematics – In grade 4, 14% of students struggled with Number Sense and Multiplicative Reasoning. In grade 5, 18% of the students struggled with Algebraic Reasoning.

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

ELA slightly in First grade - Based on the FAST PM3 data, 52 % of the students did not meet high standards.– lack of Foundational Skills

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.

ELA – In grades 3 – 5, we scored above the state and district average. Our mean scale score in grade 3 was 303, and the state average scale score was 297; the grade 4 school's average scale score was 323, the state average was 312; the Grade 5 school's scale score was 323, the state average was 320.

Mathematics – In grades 3-5, we scored above the District and State Average Scale Score. Our average in grade 3 – 303. The state's average scale score was 300; grade 4, our average was 331; the state's average scale score was 315; the Grade 5 school's average scale score was 322; and the state's average scale score was 321.

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

Our ELA proficiency increased from 66% in 2022, 60% in 2021, and 68% in 2020 to 72% in 2023. Our Math proficiency increased from 69% in 2022, 59% in 2021 and 71% in 2019 to 76% in 2023.

We met weekly by grade level to identify the upcoming benchmarks and shared strategies.

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

Attendance and Behaviors

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

- 1 - Primary Reading Skills for our SWD students.
2. - Attendance
3. Staff Morale.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

According to the 2023 FAST ELA data, 28% of our SPED students scored proficient. The 2022 FSA ELA proficiency data for SPED students was 36%. Based on the data, we will focus on differentiated instruction as it has proven to be an effective tool to promote growth within our SPED students.

Measurable Outcome:

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

With the implementation of a diligently differentiated instruction plan 42% of our SPED students will achieve proficiency by June 2024 on the FASTAssessment.

Monitoring:

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

1. Set Meeting with SPED teachers to schedule expectations and share current student data.
2. Develop a schedule to allow teachers to plan monthly with respective grade levels to get understanding of standards that need to be targeted for their SPED students.
3. Conduct monthly grade level data chats with SPED teachers.
4. Monitor the alignment to the benchmarks using student data folders or schedule meetings with parents to share AP1, AP2 student strengths and weaknesses.

Person responsible for monitoring outcome:

Lisa Gonsky (lgonsky@dadeschools.net)

Evidence-based Intervention:

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

Within the targeted element of differentiated instruction. our school will focus on the evidence based intervention of differentiated instruction. Differentiated instruction will aid in increasing our proficiency among our SPED students. Data driven instruction will be monitored through the use of student work folders, i-Ready, topic assessments, data chats, and progress monitoring to drive data conversations with the SPED teachers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs, Teacher will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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.

SPED teachers will meet weekly with homeroom teachers to review data and adjust lessons according to students' needs. This will allow them to become familiar with the needs of their students.

Person Responsible: Lisa Gonsky (lgonsky@dadeschools.net)

By When: 8-14 to 9-29

Provide SPED teachers with Access to their students SPED test results from the previous year. This will allow them to set plans and goals for their students.

Person Responsible: Jorge Mazon (pr5091@dadeschools.net)

By When: 8-14 to 9-29

Teachers will be trained on how to access the multiple sources of data (FAST, IREADY and Performance Matters). This will allow them to monitor the progress of their students.

Person Responsible: Jorge Mazon (pr5091@dadeschools.net)

By When: 8-14 to 9-29

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

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

According to the 2023 FAST PM3 Data, 72% of 3rd-grade students were proficient in ELA compared to the state average of 59% and the district average of 66%. Based on the data and the identified contributing factors of teacher turnover, new standards, and student readiness levels, reading proficiency and comprehension will be enhanced through collaborative planning and data chats.

Measurable Outcome:

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

With the implementation of collaborative data chats, 75% of 3rd grade students will achieve a proficiency level by May 2024.

Monitoring:

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

Grade levels will keep records of weekly meetings held with administration, including agendas, notes, and monthly grade level data chats.

Person responsible for monitoring outcome:

Jorge Mazon (pr5091@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.)

Grade level chairs will keep records of agendas, notes, and copies of collaborative planning materials that were shared during the weekly meetings. Teachers will have updated data binders for monthly grade level data chats.

Collaboration will provide for the sharing of best practices and allow teachers to adjust their planning and instructional delivery. Instructional Support is when teachers work together to set a measurable goal to improve instructional outcomes. The use of collaborative planning will enable this behavior.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative data chats will ensure that teachers are being provided relevant, recent, and aligned data to plan lessons that are tailored to student needs. Collaboration will provide for the sharing of best practices and allow teachers to adjust their planning and instructional delivery. Instructional Support is when teachers work together to set a measurable goal to improve instructional outcomes. The use of collaborative planning will enable this behavior.

Tier of Evidence-based Intervention

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Master schedules will be developed to ensure common grade level collaborative planning. This will allow for collaboration amongst teachers and sharing of best practices.

Person Responsible: Lisa Gonsky (lgonsky@dadeschools.net)

By When: 8-14 to 9-29

A training on Performance Matters, i-Ready, and PowerBI will empower teachers to collect and analyze data. This will allow teachers to access their students data in order to meet their needs.

Person Responsible: Jorge Mazon (pr5091@dadeschools.net)

By When: 8-14 to 9-29

Grade level chairs will facilitate quarterly meetings to provide grade levels the opportunity for vertical articulation in order to share ideas, needs, and resources to assist teachers with planning and instruction. This will allow for collaboration amongst teachers and sharing of best practices.

Person Responsible: Lisa Gonsky (lgonsky@dadeschools.net)

By When: 8-14 to 9-29

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

As per the findings of the 2022-2023 School Climate Teacher Survey, an impressive 83% of staff members feel that they are afforded the chance to be considered for leadership roles within the school. Granting teachers opportunities to step into leadership roles serves as a powerful tool for enhancing teacher retention rates. When educators are acknowledged and entrusted with leadership responsibilities, they tend to experience greater job satisfaction, which, in turn, leads to increased commitment to the school community. Moreover, this practice also contributes to attracting new talent to the school, as it demonstrates a commitment to professional growth.

Measurable Outcome:

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

Based on the 2023-2024 School Climate Teacher Survey, there will be an increase of 5% of staff being afforded the chance to be considered for leadership roles within the school.

Monitoring:

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

To effectively oversee this particular Area of Focus, faculty meetings will predominantly be led by the staff themselves, facilitating the involvement of teacher leaders and their valuable input.

Person responsible for monitoring outcome:

Jorge Mazon (pr5091@dadeschools.net)

Evidence-based Intervention:

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

Within the area of focus of Positive Culture and School Environment, we will focus on motivating and empowering out staff. Teachers will be afforded the opportunity to take on leadership roles and share best practices. Empowering teachers will provide teachers with a voice on school decision making process.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To increase staff morale, teachers will be recognized school wide for their hard work and dedication on a weekly basis. Empower Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

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.

Weekly staff recognitions will take place. Nominees will recognize colleagues for acts of kindness and professionalism. This will empower teachers.

Person Responsible: Lisa Gonsky (lgonsky@dadeschools.net)

By When: 8/17/23 - 9/29/23

Starting in September, one faculty meeting a month will be teacher led sharing best practices. This activity will empower teachers and allow for greater leadership opportunities.

Person Responsible: Jorge Mazon (pr5091@dadeschools.net)

By When: 8/17/23 - 9/29/23

During weekly grade level meetings, teachers will share best practices and will have opportunities to take on leadership roles. This will allow teachers to share their best strategies.

Person Responsible: Lisa Gonsky (lgonsky@dadeschools.net)

By When: 8/17/23 - 9/29/23

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2021-2022 Attendance Data, 37% of students were absent 0-5 days, 29% of the students were absent 6-10 days, 18% of the students were absent 11-15 days, and 14% were absent 16-30 days. In comparison to the 2022-2023 Attendance Data, 42% of the students were absent 0-5 days, 29% of the students were absent 6-10, 15% of the students were absent 11-15 days, and 13% of the students were absent 16-30 days. This data indicates that there is a critical need to decrease the number of absences.

Measurable Outcome:

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

If we successfully implement our attendance protocols, ARC meetings, and incentives, our number of absences will decrease for the 2023-2024 school year. This will decrease the number of students with 10 or more absences by at least 10 percent compared to the 2022-2023 school year.

Monitoring:

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

Our school counselor, Yasmina Nassar, along with the Assistant Principal, Lisa Gonsky, will implement a school attendance incentive program that includes student awards. Classes will be recognized weekly via the morning announcements, monthly with a reward, and quarterly with an assembly. This will motivate students to be in attendance daily. The student service personnel will attend the ARC meetings as needed. Attendance reports will be monitored.

Person responsible for monitoring outcome:

Lisa Gonsky (lgonsky@dadeschools.net)

Evidence-based Intervention:

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

Within the area of focus of Positive Culture and Environment, we will focus on motivating our students to be in attendance at school daily and on time in order to ensure that they are active learners. We will be providing students with incentives for perfect attendance. Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We want to empower students in our school by making sure that they attend school on a daily basis by providing different incentives which will increase student achievement and moral. We will be providing students with incentives for perfect attendance. The incentives including weekly recognition during the morning announcements for classes with perfect attendance for the week, monthly ice cream parties for individual students with perfect attendance for the month, and quarterly a special breakfast with the parents and students for any student who has perfect attendance for the nine weeks. Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

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.

An attendance committee will be formed by the assistant principal. This will allow us to address attendance concerns.

Person Responsible: Lisa Gonsky (lgonsky@dadeschools.net)

By When: 8-14 to 8-25

Student services department, administration, and teachers will attend ARC meetings as needed. These ARC meetings will allow us to identify family needs that prevent students from attending students.

Person Responsible: Lisa Gonsky (lgonsky@dadeschools.net)

By When: 9-5 to 9-29

Monitor attendance patterns with students on a monthly basis in order to see the attendance trend in order to provide resources to parents. This will allow the team to identify patterns.

Person Responsible: Lisa Gonsky (lgonsky@dadeschools.net)

By When: 9-1 to 9-29

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 school will use school-based funding to secure an hourly interventionist and substitute coverage to ensure students can attend ICAD, MINT training, Horizon training, and other pertinent curriculum concerns identified at the school.

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 2023 FAST PM3 Data, 48% of 1st-grade students were proficient in ELA. Based on the data and the identified contributing factors of teacher turnover, new standards, and student readiness levels, reading proficiency and comprehension will be enhanced through intervention. According to the 2023 PM2 data, Kindergarten had an average FAST Early Literacy Percentile of 40.27, First grade had an average FAST Early Literacy Percentile of 26.19, and second grade had an average FAST Reading Percentile of 44.09.

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

ELA – In grades 3 – 5, we scored above the state and district average. Our mean scale score in grade 3 was 303; the state average scale score was 297; the grade 4 school's average scale score was 323; the state average was 312; the Grade 5 school's scale score was 323; and the state average was 320.

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

With the implementation of collaborative data chats, at least 50% of Kindergarten through 2nd grade students will achieve a proficiency level by May 2024.

Grades 3-5 Measurable Outcomes

With the implementation of the strategy we hope to maintain our past year's data of ELA – grade 3 average scale score of 303, grade 4 average scale score of 323; Grade 5 average scale score of 323.

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.

Intervention will be built into teachers schedules. On a monthly basis teachers will need to print and bring their intervention data to the collaborative meetings.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Gonsky, Lisa, lgonsky@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?

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

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?

There was a concern of the fidelity of the tier I instruction in ELA in some grade levels. In order to improve the fidelity to our Tier I program collaborative planning and monitoring was decided to be the best strategy to improve the student outcomes. The use of the Florida's BEST Standards ELA K-5 Handbook along with the District ELA task cards will be key sources for our collaborative planning. When

teachers share their best practices during collaborative sessions, the discussion can learn to more intentional planning for the needs of their students.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/16/23 - develop schedules with common planning time. This will allow teachers to meet collaboratively on a weekly basis to discuss data, benchmarks and share best practices.	Gonsky, Lisa, lgonsky@dadeschools.net
8/18/23 - 8/22/23 Share most current FAST Data with grade levels and teach teachers how to access their individual data. This will allow teachers to develop plans that will ensure the needs of their students.	Gonsky, Lisa, lgonsky@dadeschools.net
8/25/23 - Provide teachers will ELA Task cards and K-5 Handbook. The correct use of these resources will facilitate teachers to allow for more targeted instruction, knowing the specific academic vocabulary required and the ELA expectations.	Gonsky, Lisa, lgonsky@dadeschools.net