

Miami-Dade County Public Schools

South Hialeah Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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South Hialeah Elementary School

265 E 5TH ST, Hialeah, FL 33010

<http://she.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 mission of South Hialeah Elementary School is to accept the challenge of preparing our students to reach their greatest potential and become responsible and contributing members of our school and the community.

Provide the school's vision statement.

The parents, students, teachers, and community are the educational entities that ensure our students achieve the maximum educational experience with an extensive variety of educational programs empowering our students and the community.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Williams, Dillon	Principal	The Principal's role is to provide leadership and administration in motivating instructional and support personnel to strive for superior performance and provide the best possible opportunities for student growth and development. The principal ensures academic policies and curriculum are followed and develops and tracks standards for measuring academic success. He helps teachers maximize their teaching potential and supports all stakeholders to ensure the goals for success are met by all. Dr. Williams provides an atmosphere free of any bias in which students and staff can achieve their maximum potential.
Penedo, Chris	Assistant Principal	The assistant principal's role is to support the Principal in the administrative operations of the schools. This position shares the existing commonalities of the team and facilitates meetings and interactions. Roles include monitoring and supervising of the implementation of intervention, maintenance of the record keeping system, provide professional development to support MTSS/Rti Implementation and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/Rti functions, plans and projects.
Otano, Janet	Instructional Coach	Works with educators to identify support for students in the curriculum and set goals for the Comprehensive school-wide Reading program. Ms. Otano collaborates with educators and school administrators to develop curriculum, share best practices, and plans for instruction. She provides coaching through the coaching continuum and professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices.
Loriga, Barbara	Instructional Coach	Works with educators to identify support for students in the curriculum and set goals for the Mathematics and Science program. Ms. Loriga collaborates with educators and school administrators to develop curriculum, share best practices, and plans for instruction. She provides coaching through the coaching continuum and professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices.
Faraldo, Gladys	Curriculum Resource Teacher	The data liaison maintains reports, records, files and all other information and data that supports the leadership team with day to day implementation. She assists the school and the community with technological devices for remote learning, assist students with intervention programs, as well as academic and alternative programs.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The leadership team meets to review and analyze data to determine the school's areas of focus and strategies to be implemented for the upcoming school year. During the opening of schools meeting, the administration will present the academic plan to address the areas of need and give teachers the opportunity to review the data and provide feedback. On back to school night, the administration presents the plan for improvement with parents and provides an opportunity for feedback. In the final phase, we ask our business leaders and parents to provide input during an EESAC meeting.

SIP Monitoring

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

The SIP will be monitored by the Administration and Coaches through classroom walkthroughs, observations, and student data. Quarterly data chats will be conducted to monitor the impact of the SIP on student achievement and provide for an opportunity to communicate new the effectiveness of the current strategies and the need to change or alter the plan.

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	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A

	2019-20: I 2018-19: B 2017-18: A
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	24	19	15	15	15	8	0	0	0	96	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	14	23	28	5	14	0	0	0	84	
Course failure in Math	0	9	10	17	11	11	0	0	0	58	
Level 1 on statewide ELA assessment	0	0	0	56	59	57	0	0	0	172	
Level 1 on statewide Math assessment	0	0	0	45	36	33	0	0	0	114	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	46	49	52	59	66	74	0	0	0	346	
	0	0	0	0	0	0	0	0	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	1	7	11	56	41	37	0	0	0	153

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	1	6	6	19	0	1	0	0	0	33
Students retained two or more times	0	0	0	5	1	1	0	0	0	7

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	20	25	28	17	17	13	0	0	0	120	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	9	25	32	21	10	0	0	0	97	
Course failure in Math	0	6	14	8	9	14	0	0	0	51	
Level 1 on statewide ELA assessment	0	0	0	16	21	32	0	0	0	69	
Level 1 on statewide Math assessment	0	0	0	5	11	18	0	0	0	34	
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	4	11	25	26	23	22	0	0	0	111

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	10	13	20	16	1	0	0	0	0	60
Students retained two or more times	0	0	0	3	1	0	0	0	0	4

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	20	25	28	17	17	13	0	0	0	120	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	9	25	32	21	10	0	0	0	97	
Course failure in Math	0	6	14	8	9	14	0	0	0	51	
Level 1 on statewide ELA assessment	0	0	0	16	21	32	0	0	0	69	
Level 1 on statewide Math assessment	0	0	0	5	11	18	0	0	0	34	
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	4	11	25	26	23	22	0	0	0	111

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	10	13	20	16	1	0	0	0	0	60
Students retained two or more times	0	0	0	3	1	0	0	0	0	4

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*	50	60	53	54	62	56	53		
ELA Learning Gains				66			53		
ELA Lowest 25th Percentile				55			48		
Math Achievement*	72	66	59	64	58	50	52		
Math Learning Gains				78			46		
Math Lowest 25th Percentile				60			34		
Science Achievement*	51	58	54	54	64	59	44		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	65	63	59	45			49		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	291
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	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	476
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	33	Yes	4	
ELL	53			
AMI				
ASN				
BLK				
HSP	58			
MUL				
PAC				
WHT				

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%
FRL	56			

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	34	Yes	3	
ELL	55			
AMI				
ASN				
BLK	40	Yes	1	
HSP	60			
MUL				
PAC				
WHT				
FRL	59			

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	50			72			51					65
SWD	22			42			0				5	68
ELL	44			68			41				5	65
AMI												
ASN												
BLK												
HSP	50			72			52				5	65
MUL												

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
PAC												
WHT												
FRL	48			71			48				5	64

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	54	66	55	64	78	60	54					45
SWD	16	36	32	22	58	53	38					20
ELL	45	60	51	59	75	61	41					45
AMI												
ASN												
BLK	36			43								
HSP	55	65	54	65	78	58	56					46
MUL												
PAC												
WHT												
FRL	52	65	56	63	77	60	52					44

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	53	53	48	52	46	34	44					49
SWD	20	32	29	12	18	21	20					34
ELL	49	51	45	49	45	38	45					49
AMI												
ASN												
BLK	40			30								
HSP	54	53	48	52	46	32	44					49
MUL												
PAC												
WHT												
FRL	53	54	48	50	44	34	44					49

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	41%	56%	-15%	54%	-13%
04	2023 - Spring	39%	58%	-19%	58%	-19%
03	2023 - Spring	40%	52%	-12%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	63%	-9%	59%	-5%
04	2023 - Spring	67%	64%	3%	61%	6%
05	2023 - Spring	60%	58%	2%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	50%	-12%	51%	-13%

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.

FAST Reading PM3 showed the lowest performance, which yielded 40% proficiency, compared to last year's reading performance which indicated 54% reading proficiency based on the Florida Standards Assessment (FSA). The contributing factor is that it was a new reading assessment. In addition, 34% of 3rd – 5th ELA students are ELLs. In 2015, the FSA was a baseline year and South Hialeah Elementary earned a 52% based on ELA proficiency. Historically, the trend divulged an equivalent reading assessment score when there was a change in the State Assessment.

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

The Statewide Science Assessment showed the greatest decline with 38 percent proficiency compared to 54 percent proficiency in 2022, a 16 percentage point decrease. There were eight (8) students that were considered Bubble Students that did not earn proficiency. These students needed more targeted intervention in order to achieve proficiency.

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.

3rd grade Mathematics had the greatest gap compared to the State. The average score is 294 compared to the State's average score of 300; that is a 6 percentage point gap. 3rd grade has the highest ESE population in the entire school; which all 24 students accounted for proficiency.

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

Mathematics proficiency is 60% based on PM3. That is a 5 percentage point decrease compared to the Mathematics FSA of 2022 and an 8 percentage point increase from the 2021 Mathematics. Three math interventionists were hired to support math intervention this year.

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

One of our potential areas of concern is student attendance with over 96 students with attendance below 90% during the 2022-23 school year.

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

Our first priority is to increase our ELA proficiency of 40 percentage points. We have implemented a Summer Reading Planning initiative and our reading teachers, from all grade levels, are aligning curriculum resources and assessments to ensure student achievement in ELA. We are also implementing school-wide vocabulary strategies across all grade levels and departments. Our second priority is to increase our Science proficiency of 38 percentage points. Weekly hands-on Science Lab instruction for 3rd to 5th grade students will align with classroom instruction. Our third priority is to increase Math proficiency of 60 percentage points. Purchasing IXL and hiring Math interventionist will provide additional remediation for targeted students. Our fourth priority is to increase student attendance for students with attendance below 90% by targeting the students through counseling, home visits, and (ARC) attendance review committee meetings with parents.

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 2023 FAST PM3 data, 40% of our 3rd to 5th grade students were proficient in ELA as compared to the state average of 51%, a 10% difference. Based on the data, the identified contributing factor was the high number of ELLs with limited readiness levels affects the abilities to master grade level tasks. Therefore, we will implement the Targeted Element of Instructional Coaching.

Measurable Outcome:

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

With the implementation of Scaffolding during instructional coaching sessions, an additional 3% (for a total of 43%) of students in grades 3rd-5th will score at grade level or above in ELA on the 2024 PM3 Statewide Assessments.

Monitoring:

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

Dr. Williams, Principal, Ms. Penedo, Assistant Principal, and Ms. Otano, the Reading Coach will lead weekly common planning meetings, as well as classroom observations, progress monitoring results, and data chats to ensure that differentiation is aligned to current data.

Person responsible for monitoring outcome:

Chris Penedo (cpenedo@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 Instructional Coaching/Professional Learning, the Reading Coach will focus on introducing the evidenced based strategy of Scaffolding instruction to gradually build student's knowledge through gradual release. Data-driven instruction will be monitored through the use of data trackers and Progress Monitoring Assessments to drive instructional planning and delivery.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Scaffolding is a teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance.

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 4 - Demonstrates a Rationale

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. As a result, teachers are given the opportunity to collaborate and share best practices to target student needs. Strategies can include appropriate scaffolding, think a-louds, and student questioning.

Person Responsible: Janet Otano (jotano@dadeschools.net)

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

During collaborative planning, teachers will review data provided through performance matters, iReady, and PM1 data to target lowest performing standards. As a result, teachers will develop whole group and small group targeted instruction to target student needs.

Person Responsible: Janet Otano (jotano@dadeschools.net)

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

Provide Professional Development on scaffolding the Magnetic Reading. As a result, teachers will use strategies to provide effective implementation of high quality, grade level text examining the relationship between background knowledge and reading comprehension using strategic scaffolds to support student engagement.

Person Responsible: Janet Otano (jotano@dadeschools.net)

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

#2. 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.

Based on the data in the PowerBI attendance report, our school will implement the targeted element of student attendance. The percentage of students with 15 or more absences remained the same for 2022-23 as compared to the 2021-22 school year. Through our data review, we noticed that the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains or proficiency. The data indicates that there is a critical need to increase daily attendance. We recognize the need to tailor our attendance initiatives by making connections with families and the community to ensure attendance is consistently high.

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 Targeted Element of Early Warning Systems, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase from 87% to 90% by June 2024. This is a 3 percentage point increase.

Monitoring:

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

Ms. Chris Penedo, Assistant Principal, Susanne MacDougall, Counselor, and Mirta Lora, Community Support Specialist will work to connect with families who struggle with attendance. The team will identify the root cause for the absences and create a plan of action to ensure students are present daily. Teachers will monitor their daily attendance and submit data to Chris Penedo, Assistant Principal on a weekly basis with emphasis on attendance trends. To ensure we are on track to meet the outcome above, this data will be discussed during data chats with teachers and students and through parental contact, if necessary.

Person responsible for monitoring outcome:

Chris Penedo (cpenedo@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 Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent patterns of excessive absences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Track daily attendance to celebrate homerooms with perfect attendance during morning announcements. As a result, students feel the responsibility to attend school daily so that their classroom is recognized.

Person Responsible: Chris Penedo (cpenedo@dadeschools.net)

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

Classroom Attendance trackers (SHE Perfect Attendance) are to be completed by the homeroom teachers each day of 100% attendance. Once the trackers are completed, the classroom is announced and rewarded at the end of the month. As a result, students will encourage each other to attend school daily therefore increasing student attendance.

Person Responsible: Chris Penedo (cpenedo@dadeschools.net)

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

Two students will be randomly selected daily during morning announcements to receive a prize as an incentive for being present in school. As a result, students are motivated to attend school daily.

Person Responsible: Chris Penedo (cpenedo@dadeschools.net)

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

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**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 2022-23 PM3 FAST Assessment data, 40% of Hispanic students, 31% of English Language Learners (ELL), and 24% of Students with Disabilities (SWD) made proficiency in ELA. This data indicated that students need additional support structures to close the achievement gap.

Measurable Outcome:

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

With the implementation of differentiated instruction in ELA, proficiency for our ELL and SWD subgroups will increase by a minimum of 3 percentage points on the 2024 PM3 state assessments.

Monitoring:

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

The leadership team will monitor implementation of differentiated instruction through collaborative planning meetings and agendas and Administrative walkthroughs to ensure small group instruction is taking place with fidelity. Data analysis of biweekly OPMs and Topic Assessments will be reviewed monthly to track progress and modify instruction.

Person responsible for monitoring outcome:

Janet Otano (jotano@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.)

With the targeted element of small group instruction, our school will focus on the evidence based strategy of Differentiated Instruction. Differentiated Instruction (DI) will assist in accelerating proficiency as it is a systematic approach of instruction to meet the student's needs. DI will be monitored through collaborative planning, walk-throughs and data. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing the strategy of differentiated instruction, teachers will be able to work with students in small groups, focusing more on specific student needs through various avenues and opportunities for learning resulting in student growth.

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.

ELA teachers will meet weekly for collaborative planning to gather resources, share best practices and plan for small group instruction. As a result, teachers will work together to develop small group plans that best meet the needs of their Hispanic, ELL, and SWD students.

Person Responsible: Janet Otano (jotano@dadeschools.net)

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

During collaborative planning, administrators, reading coach and teachers will analyze Topic Assessments and Progress Monitoring Data to plan for instruction and remediation. As a result, students will receive targeted remediation through small group instruction.

Person Responsible: Janet Otano (jotano@dadeschools.net)

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

Administrators will participate in collaborative planning and conduct daily walk-throughs to monitor implementation of small group instruction. As a result, student performance on progress monitoring assessments will increase.

Person Responsible: Chris Penedo (cpenedo@dadeschools.net)

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

#4. Instructional Practice specifically relating to Science**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 Science State Assessment results, 38% our 5th grade students were proficient in Science as compared the 2022 results of 54%, a 16% decrease. Based on the data, we will implement the Targeted Element of Inquiry-Based Learning which is directly related to Science.

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 strategy of Inquiry-Based Learning, Science proficiency will increase 5% percentage points on the 2024 Science State Assessment.

Monitoring:

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

The administrators will conduct daily walkthroughs to monitor inquiry-based learning lessons and student work products.

Person responsible for monitoring outcome:

Barbara Loriga (bloriga@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.)

Inquiry-Based Learning refers to any form of active learning that starts by posing questions, problems, or scenarios rather than presenting facts. When engaged in Inquiry-Based Learning, students will typically be assigned a research issue, question, project or problem to develop their knowledge or solutions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Inquiry-Based Learning is a teaching method that allows students to explore and ask questions about the world around them. This type of learning helps students develop critical thinking and problem-solving skills.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will meet for collaborative planning with Science Lead Teacher to plan for the implementation of objectives. As a result, teachers will create inquiry based questioning (problems), hands-on projects, and follow up activities for students.

Person Responsible: Barbara Loriga (bloriga@dadeschools.net)

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

A Science lab schedule will be created. As a result, student will be given the opportunity for hands-on experiences as part of Inquiry-Based Learning.

Person Responsible: Chris Penedo (cpenedo@dadeschools.net)

By When: August 17, 2023

Teachers will meet during collaborative planning to share topic assessment results. As a result, teachers will target lowest performing standards to reteach.

Person Responsible: Barbara Loriga (bloriga@dadeschools.net)

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

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 Administrative and Leadership Team met and we analyzed and disaggregated school-wide student data for reading, mathematics, and science. The core area that is in need of additional resources is the area that funds are allocated in order to increase efficient and effective resource utilization. This year, our reading FAST baseline data has divulged that reading proficiency is 40%. In addition, our primary grades were below the 50% mark in reading; therefore, we are allocating funds to purchase the Accelerated Reader program for K-5. In regards to science, we are purchasing the consumable Science Boot Camp books to increase our 5th grade science proficiency from 38% to 41%. Lastly, we will purchase the IXL mathematics program to increase math proficiency in all grade levels.

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

The 2022-23 PM3 Star Assessment data demonstrated a Median Percentile of 28% in ELA for students in grades K-2nd. The area of focus will be vocabulary. The high correlation in the research literature of word knowledge with reading comprehension indicates that if students do not adequately and steadily

grow their vocabulary knowledge, reading comprehension will be affected.

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

The 2023-23 PM3 FAST Statewide Assessment demonstrated 40% proficiency in ELA for students in grades 3-5. The area of focus will be vocabulary. The high correlation in the research literature of word knowledge with reading comprehension indicates that if students do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected.

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 vocabulary enrichment instruction, then our ELA proficiency will increase by a minimum of 3 percentage points as evidence by the 2024 PM3 State Assessment.

Grades 3-5 Measurable Outcomes

The 2023 FAST Statewide Assessments demonstrated that our students scored 40% proficiency in ELA. If we successfully implement Vocabulary enrichment instruction, then our ELA proficiency will increase by a minimum of 3 percentage points as evidenced by the 2024 State Assessments.

Monitoring

Monitoring

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

The Leadership Team will conduct quarterly data chats, and follow-up with regular walkthroughs to ensure quality instruction with a focus on vocabulary is taking place. Data Analysis of formative assessments of students will be reviewed quarterly to observe progress. Teachers will use trackers to monitor Ongoing Progress Monitoring (OPM) data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on reading comprehension and vocabulary. Extended learning opportunities will be provided to those students who are not showing growth on OPMs. Teacher and administrator, teachers and students, and parents and teachers will conduct quarterly data chats to inform academic progress.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Williams, Dillon, pr5201@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?

Reading instruction with a focus on vocabulary will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. Vocabulary instruction will be monitored by walk-throughs, student notebooks, word walls, and reading assessments.

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?

Vocabulary enrichment through reading comprehension will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continuously make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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
Coaches will assist teachers during collaborative planning with collecting resources and interpreting data to plan for specific vocabulary instruction. As a result, vocabulary lessons and resources will be reflected on lesson plans and student work samples.	Otano, Janet, jotano@dadeschools.net
Tier 2 and Tier 3 students will be provided with additional instructional reading lessons through intervention. As a result, students will increase their phonemic awareness, phonics, vocabulary, and fluency skills.	Faraldo, Gladys, gfaraldo@dadeschools.net
Instructional reading coach provided a professional development for all teachers focusing on vocabulary instruction and resources for all subject areas in order to increase vocabulary schoolwide.	Otano, Janet, jotano@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.

The SIP information is shared through various methods. During the Title I Opening of School Meeting the SIP is shared with families and students. During our first School Faculty Meeting the SIP is shared with the staff. The SIP is also reviewed and approved by our EESAC team members which consist of teachers, parents, students, and business liaison. The SIP is also available to view at any time on our school's webpage at she.dadeschools.net.

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 schools website is she.dadeschools.net and make the Family Engagement Plan available on the Title I link

Monthly Parent Meetings - 2nd Cup of Coffee

Parent Participation in Ceremonies and Honor Roll Assemblies

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)

Academic programs will target specific areas where students demonstrated low performance on assessments administered during the previous school year. Quarterly data chats to target student needs and monthly parent meetings addressing various topics.

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))

Monthly parent meetings and trainings address topics such as violence prevention and nutrition. Currently, South Hialeah Elementary has four Head Start programs with monthly meetings and trainings conducted to meet specific guidelines from the District Head Start Department. South Hialeah Elementary also offers adult classes for the community. The Adult Education staff promotes their program at all school events in order to increase enrollment.

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))

We provide short-term individual/group counseling services for all of our students as well as monthly classroom guidance lessons implementing our district's Values Matter character education curriculum to enhance learner development. Every month teachers nominate students for Values Matter and Do the Right Thing program to encourage and recognize positive behaviors. We target EWS students and provide counseling services on topics such as self-esteem, problem-solving, anxiety and attendance. We identify families in transitional housing through Project Upstart twice a year and throughout the school year with every new registration. We refer Tier III students (needing additional support) to our school's Mental Health Coordinator and/or outside mental health agencies for counseling services to ensure academic success. The lowest 25 percentile students are targeted by assigning a leadership team member to mentor those students and provide a check-in/check-out support to ensure academic achievement.

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))

At the elementary level, we have an annual Career Day event where speakers from various occupations volunteer to speak to our students about their careers and post-secondary degrees. During the magnet application period, we invite neighboring schools to come to speak to our students about the Magnet programs being offered at their school. We invite Breakthrough Miami to come to speak to our 4th grade and 5th grade students about their program which ensures that our under-resourced 5th grade students have access to excellent educational opportunities, graduate from high school and attend college. We also hold an annual transition to 6th grade orientation to ensure our 5th graders have a successful transition into middle school.

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).

We have a multi-tiered system of support (MTSS) that helps prevent, identify and address challenging behaviors by providing whole class classroom lessons, tracking behavioral referrals, as well as consultation and collaboration with teachers, administration and parents. We provide our students with developmental, preventative and/or responsive guidance by implementing various programs/curriculum throughout the school year such as our District's Bullying and Harassment Prevention Curriculum, Values Matter Miami Character Education Program along with the Code of Student Conduct, and educating our 3rd through 5th grade students in collaboration with our school nurses on the negative effects of drugs, alcohol and e-cigarettes. We organize activities throughout the school year such as Red Ribbon Week, Start with Hello week, Blue Ribbon Week and Kindness week to help promote a safe and positive school climate.

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))

During weekly grade level meetings, reading, math and science coaches use topic assessments and progress monitoring data to assist teachers in reviewing assessment results and target instruction. Teachers also get the opportunity to share best practices from professional learning meetings they have attended. Select teachers in grades kindergarten through fifth grade attend monthly Reading ICADS meetings to bring back and share the latest instructional strategies. To recruit and retain effective teachers, our school participates in the MINT mentoring program which provides mentoring and support to all new teachers.

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))

In the spring of each school year, our Community Involvement Specialist visits with local daycares and invites families to an orientation at our location. During orientation, the parents are given an overview of our program and the opportunity to meet teachers and staff.

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: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	\$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