

Miami-Dade County Public Schools

South Miami K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	23
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	28

South Miami K 8 Center

6800 SW 60TH ST, South Miami, FL 33143

<http://smiamie.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.

South Miami K-8 Center enriches the community through the conveyance of the cultural heritage of the nation. The provision of the best possible educational experiences for our students will complement our mission to develop the whole child in an enriching academic environment, and develop lifelong learners in pursuit of excellence, utilizing the visual, expressive arts and technology.

Provide the school's vision statement.

The staff, parents, and community of South Miami K-8 Center Expressive Arts Magnet believe that all students can learn, achieve, and develop to their fullest potential. In this joint venture, we accept the responsibility to foster the achievement of excellence in education, as it relates to citizenship, academics and the integration of the expressive arts.

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
Mayor, Evie	Principal	The duties and responsibilities are to monitor and oversee all of the school's initiatives and respond to the concerns of stakeholders in a supportive manner.
Brown, Isha	Assistant Principal	The duties and responsibilities are to monitor mentorship programs and oversee that all information is disseminated to the teachers in a timely manner.
Moran, Laura	Instructional Coach	Meets weekly with the 3rd-grade teachers to assist in planning specifically in reading and reading intervention. She coaches teachers with the instructional framework, strategies, and data analysis.
Espinosa, Nora	Teacher, K-12	Teaches and leads the Social Studies department. Leads the school's activities and sports 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.

Stakeholders actively work together in the development of the School Improvement process. Input is taken during teacher meetings, from student surveys, academic data, and EESAC meetings to fine tune the School Improvement plan.

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 the guiding document used to drive instruction throughout the year. It will be used monthly during faculty meetings, during EESAC committee meetings, and referred back to during data chats that will happen periodically throughout the school year.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	77%
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 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	2	8	4	6	8	10	2	7	5	52
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	3	11	1	0	1	0	0	17
Course failure in Math	0	0	3	9	1	5	0	2	0	20
Level 1 on statewide ELA assessment	0	0	0	29	21	28	5	6	10	99
Level 1 on statewide Math assessment	0	0	0	22	16	27	5	5	12	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	10	22	32	23	35	9	11	18	170
	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	1	2	25	8	24	4	2	6	73

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	2	0	1	14	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	1	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	0	0	4	2	5	5	9	2	6	40	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	3	6	2	2	2	4	0	19	
Course failure in Math	0	0	1	4	1	4	1	2	0	13	
Level 1 on statewide ELA assessment	0	0	0	5	11	20	4	3	6	49	
Level 1 on statewide Math assessment	0	0	0	4	11	24	5	5	10	59	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	3	18	15	22	5	12	10	85	
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	7	7	18	3	5	4	45

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	6	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	0	0	0	0	1	2

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	4	2	5	5	9	2	6	33	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	3	6	2	2	2	4	0	19	
Course failure in Math	0	0	1	4	1	4	1	2	0	13	
Level 1 on statewide ELA assessment	0	0	0	5	11	20	4	3	6	49	
Level 1 on statewide Math assessment	0	0	0	4	11	24	5	5	10	59	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	3	18	15	22	5	12	10	85	
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	7	7	18	3	5	4	45

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	6	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	0	0	0	0	1	2

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*	63	61	53	72	62	55	69		
ELA Learning Gains				66			58		
ELA Lowest 25th Percentile				49			39		
Math Achievement*	64	63	55	65	51	42	56		
Math Learning Gains				74			36		
Math Lowest 25th Percentile				68			20		
Science Achievement*	58	56	52	58	60	54	47		
Social Studies Achievement*	78	77	68	86	68	59	60		
Middle School Acceleration	49	75	70	55	61	51	38		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	73	62	55	76	75	70	65		

** 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	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	669
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

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

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	1	1
ELL	59			
AMI				
ASN				
BLK	29	Yes	2	1
HSP	65			
MUL				
PAC				
WHT	75			
FRL	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%
SWD	49			
ELL	67			
AMI				
ASN				
BLK	39	Yes	1	
HSP	70			
MUL				
PAC				
WHT	81			
FRL	64			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	63			64			58	78	49			73
SWD	20			33			14				5	64
ELL	54			60			46	80			6	73
AMI												
ASN												
BLK	28			46			25				4	
HSP	67			66			61	82	53		7	74
MUL												
PAC												
WHT	79			71							2	
FRL	52			56			42	75	53		7	67

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	72	66	49	65	74	68	58	86	55			76
SWD	36	41	38	36	68	72	29					70
ELL	72	70	45	63	78	73	42	88				76
AMI												
ASN												
BLK	33	39	19	34	63	73	13					
HSP	75	69	56	68	76	69	60	92	52			78
MUL												
PAC												
WHT	97	72		80	72		86					
FRL	67	67	46	60	74	69	52	82	50			71

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	69	58	39	56	36	20	47	60	38			65
SWD	30	34	29	28	26	30	9					36
ELL	72	64	53	53	38	6	39	55				65
AMI												
ASN												
BLK	30	18		34	0		18					
HSP	73	60	48	58	37	23	46	62	34			65
MUL												
PAC												
WHT	76	65		76	60		82					
FRL	62	51	29	51	34	14	39	62	34			63

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	58%	56%	2%	54%	4%
07	2023 - Spring	72%	50%	22%	47%	25%
08	2023 - Spring	68%	51%	17%	47%	21%
04	2023 - Spring	59%	58%	1%	58%	1%
06	2023 - Spring	72%	50%	22%	47%	25%
03	2023 - Spring	40%	52%	-12%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	69%	58%	11%	54%	15%
07	2023 - Spring	62%	48%	14%	48%	14%
03	2023 - Spring	53%	63%	-10%	59%	-6%
04	2023 - Spring	71%	64%	7%	61%	10%
08	2023 - Spring	65%	59%	6%	55%	10%
05	2023 - Spring	64%	58%	6%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	59%	40%	19%	44%	15%
05	2023 - Spring	51%	50%	1%	51%	0%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	56%	12%	50%	18%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	68%	11%	66%	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.

In reviewing the available data points, scores for FAST PM3 in English Language Arts were the lowest in comparison to our district and the state specifically in third grade. Some of the contributing factors are as follows: student attendance and interruption in fundamental core instruction in the primary grades.

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

In reviewing available data points, our school had the greatest decline in the area of ELA with a loss of eight percent. There were more consistent student absences which caused an interruption in instruction.

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

In reviewing available data points, scores for FAST PM3 in English Language Arts show the greatest gap in performance when compared to the state of Florida. Some of the contributing factors are as follows: student attendance and interruption in fundamental core instruction in the primary grades.

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

In reviewing available data points, the level gains on the ELA i-Ready test showed the most improvement from last year to this year. Weekly i-Ready usage was monitored by teachers to ensure students were completing and passing i-Ready lessons that adapted to their needs. In addition, teachers used teacher-assigned i-Ready lessons to provide reinforcement on specific skills being taught in class. When reviewing third-grade i-Ready AP2 data, the students' annual typical growth was at 90% as compared to last year when it was only at 39%.

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

As it relates to the EWS, two areas of concern are student/teacher attendance and students who are below proficiency on the FAST PM3 for English Language Arts.

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

1. Improving reading proficiency
2. ESSA subgroup success
3. Teacher attendance
4. Science achievement
5. Standard aligned instruction

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 Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

According to the 2023 STAR PM3 in English Language Arts, 39% of second graders scored at or above the 40th percentile. According to the 2023 STAR PM3 in English Language Arts our median percentile for second graders was 31% as compared to 45% for the district. Based on the data and the identified contributing factors of learning loss during the pandemic and gaps in foundational skills, we will implement the Targeted Element of Benchmark-aligned instruction.

Measurable Outcome:

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

With the implementation of data-driven instruction, we will increase the percentage of 2nd grade students demonstrating proficiency in ELA by 10% (for a total of 49%) by the 2023-2024 STAR PM3 by June 2024.

Monitoring:

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

This area of focus will be monitored using the FAST data from PM1 & PM2, topic assessments, and progress monitoring checks. In addition, the administration will also conduct walkthroughs to ensure benchmark-aligned instruction is being implemented throughout the year.

Person responsible for monitoring outcome:

Isha Brown (isbrown@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 Benchmark-aligned instruction, our school will focus on the Evidence-based Intervention of: Data-driven instruction. Data-driven instruction is a strategy for effective teaching that involves continuously reviewing multiple forms of data to improve student achievement. South Miami K8 teachers and administrators will use data on a weekly basis in a variety of ways whether it be conducting chats with students, updating small groups, or informing parents on student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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.

Information regarding benchmark-aligned instruction gained from ICADs regarding the B.E.S.T. standards and the FAST will be disseminated to grade-level teams during grade-level meetings. As a result of collaboration from peers, benchmark-aligned instruction will increase.

Person Responsible: Isha Brown (isbrown@dadeschools.net)

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

Professional development will be provided via the district PD offerings in implementing benchmark-aligned instruction. As a result of attending these meetings, teachers will have a better understanding and how to best implement this form of instruction in their classroom.

Person Responsible: Evie Mayor (pr5241@dadeschools.net)

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

Grade levels will meet bi-weekly to incorporate newly attained data from the FAST PM1, i-Ready AP1, bi-weekly assessments, and teacher-made assessments. Teachers' lesson plans will incorporate standard-aligned instruction. As a result of attending these bi-weekly meetings, ongoing adjustments will be made to improve student success.

Person Responsible: Isha Brown (isbrown@dadeschools.net)

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

#2. Positive Culture and Environment specifically relating to Teacher Attendance**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 data on teacher attendance, 56% of the staff population had 10 or more absences which was 20 percentage points higher than the District result of 36%. Based on the data and the identified contributing factors of the direct correlation between teacher attendance and achievement, we will implement the Targeted Element of Teacher Attendance.

Measurable Outcome:

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

With the implementation of attendance initiatives, staff attendance will improve with a decrease of 10% of staff members with 10 or more absences (for a total of 46%) as evidence by attendance reports by June 2024.

Monitoring:

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

The area of focus will be monitored by the administration. The administration will create a plan to monitor and support teacher absences on a monthly basis. Incentives will be used to motivate and inspire teachers and staff to promote daily attendance.

Person responsible for monitoring outcome:

Evie Mayor (pr5241@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 Teacher Attendance, our school will focus on the evidence-based intervention of attendance initiatives. Consistent staff attendance involves the administration communicating the importance of being present for our students and providing quality instruction. With having a Teacher Attendance Initiative, administration will closely monitor teacher presence and intervene when needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

The administrative team will create a Teacher Attendance Initiative that will balance recognition and accountability for teachers. As a result of this initiative, South Miami K8 faculty and staff attendance will improve.

Person Responsible: Evie Mayor (emayor@dadeschools.net)

By When: On or before September 15, 2023

The administrative team will monitor teacher attendance bi-weekly using teacher sign-in and substitute reports. As a result, the administration will gain a better understanding of teachers who need attendance support.

Person Responsible: Evie Mayor (emayor@dadeschools.net)

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

Administration will have conversations with teachers who have excessive absences by September 22, 2023. As a result, administration will provide support if needed.

Person Responsible: Evie Mayor (emayor@dadeschools.net)

By When: September 22, 2023

#3. 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 in English Language Arts, 40% of third graders scored a level 3 or higher as compared to the district average of 50%. Based on the data and the identified contributing factors of learning loss during the pandemic and gaps in foundational skills, we will implement the Targeted Element of ELA.

Measurable Outcome:

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

With the implementation of goal oriented learning, we will increase the percentage of 3rd grade students demonstrating proficiency in ELA by 10% (for a total of 50%) by the 2023-2024 FAST PM3 by June 2024.

Monitoring:

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

This area of focus will be monitored using the FAST data from PM1 & PM2, iReady Diagnostic Assessment data from AP1 & AP2, bi-weekly assessments, topic assessments, and progress monitoring checks. In addition, administration will also conduct walkthroughs to ensure differentiated instruction is being implemented with fidelity, as well as conducting quarterly data chats with all stakeholders.

Person responsible for monitoring outcome:

Isha Brown (isbrown@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 ELA, our school will focus on the Evidence-based intervention of: Goal Oriented Learning. Goal oriented learning will be used to support students' success in ELA. Goal Oriented Learning will ensure that students at SMK8 have a clear understanding of the learning goals and a clear focus on what they will be able to accomplish as a result of the lesson. This will support student buy-in for their own academic success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Goal Oriented Learning refers to ensuring that students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce as a result of the lesson. Students invested in learning goals, both short term and long term, are more invested in learning outcomes (Moss & Brookhart, 2009).

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 and administration will meet during common planning to identify targeted skills needed for remediation specifically in reading. The teacher and team will plan for the implementation of, and identify resources for small-group instruction as well as intervention groups. As a result, teachers will have a better understanding of how to support students to meet their ELA goals tied into Goal Oriented learning.

Person Responsible: Isha Brown (isbrown@dadeschools.net)

By When: August 14 - September 29, 2023

Data trackers will be utilized to track students' progress and to determine additional remediation. Bi-monthly walkthroughs will be conducted to monitor small group instruction to ensure that it is taking place with fidelity. As a result, the overall proficiency will increase by the end of the school year.

Person Responsible: Isha Brown (isbrown@dadeschools.net)

By When: September 21, 2023

Teachers will introduce the concept of Goal Oriented Learning to students. As a result, students at SMK8 will start to have a clear understanding of the learning goals and a clear focus on what they will be able to accomplish.

Person Responsible: Isha Brown (isbrown@dadeschools.net)

By When: September 29, 2023

#4. ESSA Subgroup specifically relating to Black/African-American**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 data, Black/African American students scored below the 50 percentile. The 2023 FAST ELA results indicate that 31% of students in this subgroup demonstrated mastery; 2023 FSA Science results indicate that 20% of students in this subgroup demonstrated mastery. Based on the data and the identified contributing factors of gaps in essential foundation skills and learning loss during pandemic that impact ELA proficiency and Science proficiency which also correlated to ELA proficiency, we will implement the Targeted Element of Black/African-American.

Measurable Outcome:

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

With the implementation of ongoing progress monitoring, an additional 10% (for a total of 41%) of the ESSA subgroup will score at grade level or above in the area of ELA, an additional 21% in the area of science (for a total of 41%), by FAST PM 3 and the Science Statewide Assessment by June 2024.

Monitoring:

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

The leadership team which consists of administration, department, and grade level chairs at South Miami K8 will conduct quarterly data chats, adjust groups based on current data in real-time, and follow up with regular walkthroughs to ensure that instruction is aligned with current data. Data Analysis of formative assessments will be reviewed monthly to observe progress. Extended learning opportunities will be offered to ESSA students not showing adequate growth.

Person responsible for monitoring outcome:

Isha Brown (isbrown@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 supporting Black/African-American students, our school will focus on the Evidence-based intervention of: Ongoing Progress Monitoring. Teachers will plan and deliver lessons based on the targeted standards to guide students and ensure they gain an understanding of each of the benchmarks in order to promote mastery. This will be justified by using Ongoing Progress Monitoring so that student rate for improvement is quantified and to justify responsiveness to instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

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.

After FAST and Science baseline data have been collected administration will work with teachers to analyze data. As a result, teachers will begin targeted instruction.

Person Responsible: Isha Brown (isbrown@dadeschools.net)

By When: September 29, 2023

Administration will review lesson plans and delivery of standards-aligned instruction, with an emphasis on the provision of effective ELA and Science instruction to ensure alignment with the BEST standards. As a result, teachers will create lessons aligned to the intended learning targets

Person Responsible: Isha Brown (isbrown@dadeschools.net)

By When: September 29, 2023

Utilizing data from various assessments, administration will collaborate with team leaders to review and plan data-driven instruction. As a result, teachers will address skills not mastered in order to improve student performance.

Person Responsible: Isha Brown (isbrown@dadeschools.net)

By When: September 29, 2023

CSI, TSI and ATSI Resource Review

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

The School Improvement Process is developed and monitored through a collaborative approach. All stakeholder's input is used to review, revise, and approve the SIP. Decisions regarding resource allocation, as well as the development of additional interventions and action step adjustments, are a result of data-driven collaboration and reflection between administration, teachers, ESSAC, and the Parent Teacher Association.

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 STAR in ELA, 46% of kindergarten students scored at or above grade level. 61% of first-grade students scored at or above grade level, and 31% of second-grade students scored at or above grade level. Based on the data and identified contributing factors of students not mastering foundational or prerequisite skills to meet proficiency in the area of ELA, we will implement the targeted element of ELA to improve overall student scores.

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

According to the 2023 FAST PM3 in ELA, 40% of third-grade students scored a level 3 or above, 59% of fourth-grade students scored a level 3 or above, and 58% of fifth-grade students scored a level 3 or above. Based on the data and identified contributing factors of learning loss during the pandemic, we will implement the targeted element of ELA to improve overall student scores.

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 standards-based collaborative planning, an additional 10% of K-2nd-grade students (for a total of K-56%, 1-71%, 2-41%) will score at grade level or above in the STAR PM3 by June 2024.

Grades 3-5 Measurable Outcomes

With the implementation of standard-based collaborative planning, an additional 10% of 3rd-5th-grade students (for a total of 3-50%, 4-69% and 5-68%) will score at grade level or above in the FAST ELA PM3 by June 2024.

Monitoring

Monitoring

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

During weekly collaborative planning, teachers will review ELA weekly assessments, iReady data, and teacher-assigned lessons to determine students' progression in overall reading achievement. Administration will meet on a regular basis to review progress monitoring data and to develop strategies for improvement

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Brown, Isha, isbrown@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?

Within the Targeted Element of ELA, our school will focus on the Evidence-based intervention of: Standards-based collaborative planning. Standards-based collaborative planning will target evidence-based intervention used during the 23-24 school year for students in grades kindergarten through fifth grade at South Miami K8 Center. This will assist teachers as they link students' prior knowledge to new concepts to fully grasp instruction and improve overall proficiency.

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?

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.

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
8/14-9/29 The Administrative Team will establish a Literacy Leadership Team. The team will be responsible for literacy initiatives inclusive of monitoring. As a result, student proficiency in grade kindergarten through fifth grade should improve by at least 10%.	Brown, Isha, isbrown@dadeschools.net
8/14-9/29 Teachers and Instructional Coaches will meet to identify students who showed low performance in Reading for the PM1 assessment and plan strategies for improvement. As a result, teachers will have a sound understanding of student data and what is needed to improve student results.	Brown, Isha, isbrown@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 School Improvement Plan will be readily available upon request to all stakeholders. Copies will be available in English, Spanish, and Haitian Creole in our Parent Resource Center with our CIS. The plan will also be shared during EESAC meetings. The school's website is <https://www.smk8center.org/>.

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))

South Miami K8 Center prides itself on making genuine connections with all stakeholders. In order to fulfill the school's mission, we will seek partnerships with community organizations to support families. The Share Your Heart Organization supports families through food distribution. Our CIS will also actively support parents by holding seminars and workshops. The school's website is <https://www.smk8center.org/>.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

To strengthen the academic programs at South Miami K8 Center we will incorporate before and after-school tutoring for students. We will be specifically targeting 2nd and 3rd-grade learners to increase student proficiency.

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))

The plan is created with the support of our Community Involvement Specialist who supports families.

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 have a school counselor that services kindergarten through 8th grade students. We also have a team of support specialists, a school psychologist, and a mental health counselor who also supports all students.

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))

We have a business technology class for middle school students to support post-secondary opportunities.

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).

n/a

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))

n/a

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))

n/a

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: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$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