

Miami-Dade County Public Schools

South Miami Heights Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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South Miami Heights Elementary

12231 SW 190TH TER, Miami, FL 33177

<http://smhe.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.

Our mission at South Miami Heights Elementary is to create a positive learning environment that empowers students, staff, parents, and community to pursue literacy, knowledge, and life skills that will prepare our students for the challenges and expectations of the twenty-first century. "It Takes a Whole Village To Raise a Child." Building upon this concept, each student's strengths and abilities will be nurtured through the following four main components; Promote literacy throughout the school and foster life-long readers. Cultivate students' self-esteem by providing opportunities where they can contribute their cultural values and traditions to their school and community. Implement a school-wide technological program that includes critical thinking, writing and problem-solving strategies. Develop students' personal responsibility to promote decision-making in daily life. By implementing these components, we envision a school in which students are active learners, positive thinkers, and proud citizens of their global village.

Provide the school's vision statement.

The vision of South Miami Heights Elementary is to help students develop into engaged, productive members of society who put knowledge to work. Students are nurtured, challenged and encouraged to reach the extent of their potential. Individual student needs are identified and met in an effort to help each student reach his/her full potential.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Samuel, Yolanda	Principal	<p>The Principal is the curriculum leader of the school site. The Principal maintains budget, personnel, and resources for the school and acts as an inspirational educational leader and manager of all school functions.</p> <p>ygreen@dadeschools.net</p>
Valerio, Maria	Assistant Principal	<p>The Assistant Principal supports the Principal in all roles, including curriculum leader, test chair, supervisor, mentor, and developer of teachers and staff. The Assistant Principal also maintains safety, supervision, and schedules of students and staff.</p> <p>mvalerio@dadeschools.net</p>
Rodgers, Diana	Reading Coach	<p>The academic coach supports teachers and students in all aspects of reading by monitoring data, collaborative planning, pulling small groups and modeling lessons.</p> <p>drodgers@dadeschools.net</p>
Fischer, Molly	Instructional Media	<p>The instructional media specialist strive to incorporate audio-visual materials, such as video, photography, and digital video files, into classrooms to engage students and benefit learning.</p> <p>338578@dadeschools.net</p>
Cabrera, Melanie	Teacher, ESE	<p>The ESE teacher acts as an ESE teacher to provide services for special needs students in an ESE setting. The teacher plans lessons for, instructs, and supervises ESE students.</p> <p>mcabrera18@dadeschools.net</p>
Fajardo, Janelle	Instructional Coach	<p>The academic coach supports teachers and students in all aspects of math by monitoring data, collaborative planning, pulling small groups and modeling lessons.</p> <p>jllana@dadeschools.net</p>

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 process entails a systematic engagement of stakeholders, including the school leadership team, teachers, parents, students, families, and business or community leaders. Through a series of collaborative meetings (faculty, leadership, PLST, department meetings, EESAC, and common planning), workshops (Title 1, TPA), and communication channels (Social Media, ClassDojo, Website, School Messenger, stakeholders are informed about the SIP's objectives and encouraged to contribute their insights and ideas. Their valuable input is used to analyze data, identify challenges, establish goals, and formulate strategies in the SIP. This collaborative approach ensures that the plan reflects a holistic understanding of the school's needs, leverages diverse perspectives, and gains buy-in from all stakeholders, ultimately leading to a more effective and comprehensive improvement plan tailored to the school's unique context.

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))

We will continue to have ongoing monitoring to ensure effective implementation and measure its impact on student achievement, particularly for those with significant achievement gaps, in alignment with the State's academic standards. Regular assessments, data collection, and progress tracking will be conducted to evaluate the plan's success within the classroom and pulling data from PowerBI and reports. This will involve analyzing student performance data, conducting formative assessments, and engaging in feedback loops with teachers, parents, and students. Should the analysis reveal areas of improvement or adjustments required, the school will employ a collaborative process involving stakeholders to revise the plan as needed.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) 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: B 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	9	14	6	9	7	6	0	0	0	51	
One or more suspensions	0	0	0	4	2	2	0	0	0	8	
Course failure in English Language Arts (ELA)	0	5	1	2	3	2	0	0	0	13	
Course failure in Math	0	16	0	21	2	6	0	0	0	45	
Level 1 on statewide ELA assessment	0	0	0	27	25	32	0	0	0	84	
Level 1 on statewide Math assessment	0	0	0	24	24	32	0	0	0	80	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	21	31	35	29	38	0	0	0	166	

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	2	11	0	27	18	26	0	0	0	84

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	8	5	0	2	1	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	14	13	9	11	12	6	0	0	0	65	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	2	9	3	3	0	0	0	18	
Course failure in Math	0	1	3	1	1	2	0	0	0	8	
Level 1 on statewide ELA assessment	0	0	0	4	8	14	0	0	0	26	
Level 1 on statewide Math assessment	0	0	0	1	8	12	0	0	0	21	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	36	17	11	5	4	0	0	0	79	

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	1	4	6	6	10	0	0	0	31

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	1	1	4	0	0	0	0	0	12
Students retained two or more times	0	0	0	2	0	0	0	0	0	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	14	13	9	11	12	6	0	0	0	65	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	2	9	3	3	0	0	0	18	
Course failure in Math	0	1	3	1	1	2	0	0	0	8	
Level 1 on statewide ELA assessment	0	0	0	4	8	14	0	0	0	26	
Level 1 on statewide Math assessment	0	0	0	1	8	12	0	0	0	21	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	36	17	11	5	4	0	0	0	79	

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	1	4	6	6	10	0	0	0	31

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	1	1	4	0	0	0	0	0	12
Students retained two or more times	0	0	0	2	0	0	0	0	0	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*	50	60	53	60	62	56	48		
ELA Learning Gains				71			51		
ELA Lowest 25th Percentile				65			60		
Math Achievement*	55	66	59	64	58	50	38		
Math Learning Gains				73			20		
Math Lowest 25th Percentile				59			25		
Science Achievement*	44	58	54	45	64	59	34		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	59	63	59	59			54		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	252
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	496
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	27	Yes	1	1
ELL	50			
AMI				
ASN				
BLK	41			
HSP	51			
MUL				
PAC				
WHT	67			

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	47			

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	48			
ELL	57			
AMI				
ASN				
BLK	61			
HSP	62			
MUL				
PAC				
WHT				
FRL	62			

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			55			44					59
SWD	25			37			16				5	39
ELL	55			60			35				5	59
AMI												
ASN												
BLK	32			38			54				3	
HSP	55			60			41				5	58
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	67			67							2	
FRL	46			51			41				5	60

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	60	71	65	64	73	59	45					59
SWD	41	53	60	47	62	50	19					50
ELL	60	74	56	65	66	41	35					59
AMI												
ASN												
BLK	44	55		52	81	73						
HSP	63	75	61	66	72	52	45					60
MUL												
PAC												
WHT												
FRL	60	72	65	63	72	61	44					62

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	48	51	60	38	20	25	34					54
SWD	18	50	70	20	29		7					39
ELL	44	53		38	19		27					54
AMI												
ASN												
BLK	42	31		19	13		7					
HSP	50	56	69	43	21	23	38					55
MUL												
PAC												
WHT												
FRL	48	49	63	38	21	26	34					54

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	46%	56%	-10%	54%	-8%
04	2023 - Spring	52%	58%	-6%	58%	-6%
03	2023 - Spring	35%	52%	-17%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	63%	-7%	59%	-3%
04	2023 - Spring	56%	64%	-8%	61%	-5%
05	2023 - Spring	46%	58%	-12%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	50%	-14%	51%	-15%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was science. Based on our data, 47% of 5th grade students were proficient in science as compared to the state average 51% and district average of 50%. Some of the contributing factors could be inadequate foundational knowledge since science builds upon foundational concepts learned in previous years. If students have gaps in their understanding of fundamental concepts, they will struggle to grasp the more complex scientific standards. Another contributing factor could be limited exposure to practical applications. The students may not have been exposed to enough hands on labs in the classroom. This can make it difficult for the students to connect to the concepts to real life applications, which can limit their overall understanding of comprehending the

subject matter. In addition, ineffective teaching methods may also play a role in our science scores. If the lessons are not engaging or fail to cater to different learning styles, students will continue to struggle.

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

The data component that showed the greatest decline from the previous year was reading. Some of the factors that could have contributed to the decline are limited instructional strategies being used in the classroom. Some of the teachers may not be equipped with effective strategies for teaching reading, such as explicit instruction, guided reading, scaffolded instruction etc. Another factor may be the lack of differentiated instruction, to meet the needs of our diverse learners. Differentiated instruction was not given on a consistent basis, which could have enabled our teachers to identify and address skill gaps to assist struggling learners.

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

The data component that had the greatest gap when compared to the state was reading. According to the 2022-2023 Renaissance ELA Data, 54% of 2nd grade students performed at proficiency on the FAST PM3. Furthermore, the 2022-2023 FAST ELA Data, 47% of 3rd grade students were proficient in ELA as compared to the state average 50% and district average of 52%. Some of the factors that could have contributed to the decline are limited instructional strategies in the classroom. Some of the teachers may not be equipped with effective strategies for teaching reading, such as explicit instruction, guided reading etc. Another factor may be the lack of differentiated instruction, to meet the needs of our diverse learners. Differentiated instruction was not given on a consistent basis, which could have enabled our teachers to identify and address skill gaps to assist struggling learners.

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

The component that showed the most improvement was math. The greatest difference was having a math coach and a math interventionist in the school. As a school, being able to have the additional support for math instruction was a benefit for the teachers and the students. The support assisted teachers' ability to deliver high quality math instruction, which in turn positively impacted the students' learning outcomes.

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

Some of the potential areas of concern are in reading and science.

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

The highest priority for overall improvement in all academic areas is to have the goal of the consistent implementation of differentiated instruction in Math, Reading, and Science. By providing consistent DI in all academic areas, the teachers will be able to provide struggling, on level, and high level students with effective learning environments where they can thrive academically.

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 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 2022-2023 SSA Science Data, 47% of 5th grade students were proficient in science as compared to the state average 51% and district average of 50%. Based on the data, low student readiness levels limited the ability to master grade level tasks and teacher efficacy will need to improve in order to for students to meet proficiency. We will implement the targeted Element of Intervention and D.I.

Measurable Outcome:

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

If teachers implement the targeted element of Intervention and Differentiated Instruction within Science, then 5th grade proficiency will increase 5 percentage points.

Monitoring:

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

The leadership team will monitor data from the quarterly or interim assessments to identify students in need of intervention, ensure that essential labs and district resources are being used with fidelity, and that primary teachers are using the allotted time for science instruction.

Person responsible for monitoring outcome:

Janelle Fajardo (jllana@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.)

- Small Group Intervention
- Use of district resources
- Professional Development

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of the evidence based strategy small group intervention will provide targeted lessons to small groups of students using Gizmos and Edusmart. Students will show evidence of mastery of targeted standards via quarterly assessments and topic assessments.

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.

8/14-9/29: If teachers utilize district aligned resources (Gizmos, Edusmart, Essential Labs) to use during classroom instruction, then they will be able to meet the needs of the learners. Students will show evidence of mastery lesson objectives through work samples and topic assessment data.

Person Responsible: Maria Valerio (mvalerio@dadeschools.net)

By When: 8/14-9/29

8/14-9/29: If teachers create D.I. groups based on previous SQSA quarterly exams to drive instruction, then they will be able to create intervention groups and to identify gaps in the learning.

Person Responsible: Janelle Fajardo (jllana@dadeschools.net)

By When: 8/14-9/29

8/14-9/29: If teachers attend district professional development courses, then teachers will be able to effectively implement strategies and best practices to drive instruction in science.

Person Responsible: Janelle Fajardo (jllana@dadeschools.net)

By When: 8/14-9/29

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

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

Based on the data review, our school will implement the evidenced based strategy of Differentiated Instruction for students working below grade level in math. We selected the area of math DI based on our findings that demonstrated that only of 60% of students in grades 3 through 5 made proficiency on the 2023 FAST. Specifically, the 5th grade students were at 55% proficiency. On the 2023 PM3 FAST end of year diagnostic, 58% of Kindergarten through grade 2 students were determined to be below grade level and not on track to score a level 3 or above on the math FAST. Implementing DI and intervention, ongoing progress monitoring, and standards aligned instruction will move students towards proficiency.

Measurable Outcome:

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

If we successfully implement effective math instruction, our K-5 student performance will increase by 5 percentage points in proficiency for each grade level on the state standardized assessments as evidenced by the 2024 results.

Monitoring:

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

To ensure that progress is made, quarterly data chats with administration/coaches will be conducted to review current and accurate information of student progress. Data from FAST tests and topic assessments will continued to be monitored to ensure that groups within the classroom are constantly changing as students are progressing and having their needs met. Due to testing being through the computer, teachers, coaches, and administrators can gather information quicker to turnkey and implement the needed instruction to meet the unique needs of our learners. We are able to gather reports from Performance Matters, TIDE, Renaissance, and i-Ready and analyze as needed.

Person responsible for monitoring outcome:

Janelle Fajardo (jllana@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 math instruction, we will implement the evidence-based strategy of data driven instruction. Implementing this strategy is essential to guide instructional planning and to track students' progress based on their learning needs. Teachers will utilize a systematic approach that uses assessment, analysis, and actions to meet the needs of all students. Staff will use high quality instruction that is standards-aligned and data-driven to help teachers improve the decisions they make about their instruction and create the necessary groups inside the classroom to target student needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By utilizing data driven instruction, we will ensure that teachers are creating lessons that are relevant to student needs and align with data. Ongoing monitoring will be done by teachers and/or instructional coaches to drive instructional plans and ensure effective delivery of standards. Students will be provided remediation and intervention as needed for deficient standards.

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.

8/14-9/29 Collaboratively plan in grade level teams with the math coach to ensure high quality Tier 1 instruction occurs using the Pacing Guide and district resources. As a result, the number of students reaching proficiency will increase by 5% and the number of students needing remediation will decrease.

Person Responsible: Janelle Fajardo (jllana@dadeschools.net)

By When: 8/14-9/29

8/14-9/29- Utilize iReady/PM1 data to determine the baseline status of all students in math. Create small groups for DI based on standards deficiencies. As a result, students will be instructed in small groups on targeted standards and performance will improve.

Person Responsible: Janelle Fajardo (jllana@dadeschools.net)

By When: 8/14-9/29

8/14-9/29-Utilize Schoology as a resource to provide teachers with the up-to-date information on math strategies and best practices in order to meet the student's needs. As a result, teachers will be able to access information on math practices and utilize district resources to improve class instruction.

Person Responsible: Janelle Fajardo (jllana@dadeschools.net)

By When: 8/14-9/29

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

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

According to the 2022-2023 school climate survey, 64% of the teachers in the school believe that their teacher evaluations are not linked to actual improved teacher performance. This is a 14% increase from the 22-23 school year. Last year, more teachers felt that their evaluation was reflective of improved performance.

Measurable Outcome:

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

For the 23-24 school year, the goal is to improve teacher understanding of the IPEGS components and to improve teacher effectiveness and performance. The goal is at least 50% of the teachers will agree that their evaluations are reflective of their actual performance. Through professional development and knowledge of standards, we will improve teacher efficacy.

Monitoring:

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

IPEGS standards will be reviewed at monthly faculty meetings. Teachers will be apprised of the rubric requirements and encouraged to seek meaningful professional development that will improve their teaching practice. The results of the 23-24 climate survey will reflect an increase in agreement that their evaluation actually reflects their performance.

Person responsible for monitoring outcome:

Yolanda Samuel (ygreen@dadeschools.net)

Evidence-based Intervention:

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

The district adopted IPEGS performance system rubric is used for faculty evaluations of performance. Post observation conferences will reflect corrective feedback on the standards. Classroom walkthroughs will be used for observational data collection.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers are not provided enough feedback to determine their effectiveness based on one observation. Therefore, ongoing feedback is necessary for actual improvement.

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.

8/14-9/29- Provide teachers at faculty meetings with IPEGS standards and rubric. This will give teachers an opportunity to ask questions and seek out information about the expectations for their IPEGS evaluation.

Person Responsible: Yolanda Samuel (ygreen@dadeschools.net)

By When: 8/14-9/29

8/14-9/29: Teachers will attend and seek professional development on IPEGS standards through district professional development management system. As a result, this will encourage teachers to document and collect evidence that can be used in increasing and understanding their performance evaluation score.

Person Responsible: Yolanda Samuel (ygreen@dadeschools.net)

By When: 8/14-9/29

8/14-9/29: Administration will conduct ongoing classroom walkthroughs that will be used for observational data collection. As a result, corrective feedback will be provided and teachers will have an opportunity to reflect and improve on areas necessary for actual improvement.

Person Responsible: Yolanda Samuel (ygreen@dadeschools.net)

By When: 8/14-9/29

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

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

According to the 2023 School Climate Survey feedback from staff, 53% of staff disagree that the morale at the school is high. This is a 22% difference from the 2022 school climate survey. The lack of high morale can be attributed to larger classes, teacher shortage and new testing requirements.

Measurable Outcome:

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

With the implementation of effective leadership and communication in the building, an additional 10% of the staff will agree with the statement that the morale at the school is high.

Monitoring:

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

If we successfully implement the strategy of having effective leadership and communication to increase morale, then our staff morale will increase. Having inclusive decision-making, recognition and appreciation, and open and transparent communication will help to boost morale and motivation within the school building.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

Within the Targeted Element of creating a positive culture and environment, we will use the evidence-based strategy of Effective Leadership and Communication to increase morale. We plan to motivate, inspire, and support staff. Having open and transparent communication can establish clear and open lines of communication. Regularly share information, updates, and goals with staff, and encourage their input and feedback. This can enhance a sense of ownership and inclusion among the staff.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We decided to focus on effective leadership and communication to address the critical needs within our school. The data reveals that 53% of the staff believe that our school is low in morale, with another 14% that neither agree nor disagree. To decrease this percentage, we selected leadership and communication because it will create a positive environment of two way communication between teams of leaders and the faculty.

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.

8/14-9/29-Hold monthly meetings with faculty to provide teachers an opportunity to contribute to school-wide decisions. This will increase communication and camaraderie amongst the staff throughout the 2023-2024 school year. As a result, teachers will feel empowered to contribute to school decision making.

Person Responsible: Yolanda Samuel (ygreen@dadeschools.net)

By When: 8/14-9/29

8/14-9/29- Increase implementation of social networking events with the staff by way of a social committee. As a result, teachers and administrators will interact in social environments, improving collaborative communication.

Person Responsible: Janelle Fajardo (jllana@dadeschools.net)

By When: 8/14-9/29

8/14-9/29 Conduct shout-outs to staff to build morale and increase positive interaction with the faculty and staff on an on-going basis. As a result, staff morale and perception of the leadership team will improve.

Person Responsible: Yolanda Samuel (ygreen@dadeschools.net)

By When: 8/14-9/29

CSI, TSI and ATSI Resource Review

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

NA

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

According to the 2022-2023 Renaissance ELA Data, 54% of 2nd grade students performed at proficiency on the FAST PM3. This is concerning because these will be our entering 3rd grade students for the 23-24 school year. Low student readiness levels limited the ability to master grade level tasks and

teacher efficacy will need to improve in order to for students to meet proficiency. We will implement the targeted Element of Intervention and D.I.

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

According to the 2022-2023 FAST ELA Data, 47% of 3rd grade students were proficient in ELA as compared to the state average 50% and district average of 52%. Based on the data, low student readiness levels limited the ability to master grade level tasks and teacher efficacy will need to improve in order to for students to meet proficiency. We will implement the targeted Element of Intervention and D.I.

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 teachers implement the targeted element of Intervention and effective Differentiated Instruction within ELA, then proficiency within the primary grades will increase at least 5 percentage points.

Grades 3-5 Measurable Outcomes

If teachers implement the targeted element of Intervention and effective Differentiated Instruction within ELA, then 3rd grade proficiency will increase at least 5 percentage points.

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.

Through consistent data collection, regular assessments, and progress tracking, the school will be able to identify trends, strengths, and areas requiring improvement in students' reading skills. By closely examining individual and group performance, the school can tailor interventions, instructional approaches, and resources to meet the specific needs of students.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Rodgers , Diana , drodgers@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?

By addressing individual strengths and weaknesses, we can encourage opportunities for student success, which enables struggling students to catch up while allowing advanced learners to excel, ultimately reducing disparities in academic achievement. Following district pacing guide, using Tier 2/Tier 3 district resources for small group intervention/differentiated instruction, and the use of Horizons (Discovery & Elevate) Reading Intervention program consistently in the classroom.

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?

To address the identified need, we will use the evidence-based strategy of intervention in small group instruction. Students will show evidence of mastering the lesson objectives in differentiated groups through their work samples and assessments (Bi-weekly on-going progress monitoring assessments, i-Ready Growth Monitoring checks, and Intervention (Horizons) quarterly tests. With the district provided/approved resources and programs, teachers and students will have the necessary tools and resources to successfully implement these systems into place which will as a result, improve student achievement throughout the school.

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: Professional learning: Provide Professional Development on effective implementation of the new intervention program, Reading Horizons. This intervention program is aligned to school goals that are conducive to small group instruction, student remediation, and differentiated instruction. As a result, classroom systems will be indicative of small group instruction and intervention such as allocated space, student folders, and posted groups (cohorts).	Rodgers , Diana , drodgers@dadeschools.net
8/14-9/29: Literacy Coaching and Leadership: Facilitate monthly collaborative planning meetings with Reading Coach to provide opportunities to collaborate and address challenges, needs, and shared best practices. Coaches will model explicit instruction during small groups. As a result, teachers will share best practices to improve student performance.	Rodgers , Diana , drodgers@dadeschools.net
8/14-9/29: Assessment scores will be closely monitored for all grade levels with biweekly progress monitoring's using DI trackers. Using differentiated instruction in classrooms will establish routines and address achievement gaps to increase scores.	Valerio, Maria, mvalerio@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.

We disseminate the SIP via the school website www.southmiamiheightselem.net. Additionally, we share the SIP with all stakeholders via EESAC, PTO, and Title 1 parent meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school is committed to fostering strong and positive relationships with parents, families, and community stakeholders by implementing a multifaceted engagement approach. Regular parent-teacher conferences, workshops, and open forums will provide platforms for open communication and collaboration, allowing parents to actively participate in their child's education journey. Parent workshops: Title 1, TPA, district-wide initiatives, grandparents day, fathers in education, and communication channels: Social Media, ClassDojo, Website: www.southmiamiheightselem.net, School Messenger will fulfill the school's mission to create a welcoming and inclusive environment that supports the needs of students and keep parents informed of their child's progress.

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

The school intends to refine the curriculum by using innovative teaching methods and hand-on learning opportunities to foster deeper comprehension and engagement across subjects. In alignment with the SIP's Area of Focus, Math, Science, and Reading, using flexible grouping for differentiated instruction, and data-driven instruction, the school aims to nurture each student's unique strengths and accelerate their academic growth.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

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))

N/A

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))

N/A

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: Science	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

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

No