

Miami-Dade County Public Schools

Sylvania Heights Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Sylvania Heights Elementary School

5901 SW 16TH ST, Miami, FL 33155

<http://sylvaniaheights.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.

Sylvania Heights Elementary empowers our students to become lifelong learners and responsible citizens by promoting collaboration, focusing on critical thinking, fostering independence, and applying our four "R" value system: Rights, Rules, Responsibility, and Respect to everything we do.

Provide the school's vision statement.

Sylvania Heights Elementary is committed to the premise that our students will learn and achieve their maximum academic potential by providing educational excellence for all.

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
Blanco, Lizette	Assistant Principal	Assists the principal in the establishment of a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Aides the principal in the supervision of the MTSS process and its implementation. Supports the principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members. Communicates with staff and parents regarding school based MTSS plans and activities.
Reyes, Amor	Principal	Ensure state and district academic policies and implementation of curriculum are followed. Support teachers to maximize their teaching potential. Ensure school environment is safe for students, faculty, and staff. Establish a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Ascertain that the School Leadership Team is implementing the MTSS process and ensures implementation of intervention support and the maintenance of all documentation. Secure adequate professional development to support MTSS implementation and communicates with staff and parents regarding school based MTSS plans and activities.
Martell, Iris	Reading Coach	Provide essential leadership for the school's research-based curriculum programs. Deliver professional development to support the development and implementation of the school core content standards and programs. Identify and analyze existing research on scientifically based strategies as well as intervention approaches. Analyze current data to identify systematic pattern of student need while working with district/region/ school personnel to develop appropriate intervention strategies. Assist with the school's screening process to provide intervening services for children considered "at risk". Facilitate the design and implementation of all progress monitoring, data collection, and data analysis.
Alvarez, Jorge	Teacher, ESE	Provide information about core instruction. Participate in student data collection and deliver Tier 1 and Tier 2 instruction/ intervention. Collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials/instruction with Tier 2/3 activities.
Alfaro, Denise	Teacher, K-12	Provides essential professional development to train instructional staff in technology integration across the curriculum to improve student achievement. Aides the principal in the supervision of the MTSS process and its implementation. Analyze current data to identify systematic patterns of student need while working with district/region/school personnel to develop appropriate intervention strategies.
Tavio, Heather	SAC Member	Communicate with all parents, students, and community members the school vision and mission. Disseminate information regarding the School Improvement process including available data to all stakeholders and documents their input and options. Ensure the ESSAC budget is used for School Improvement.

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.

At the end of the 2022-2023 school year, students and parent completed a School Climate Survey to voice their opinions on different areas of school culture. At the same time, all instructional staff completed a Professional development needs survey. Additionally the leadership team completed the review of the end-of-year SIP and the information gathered was presented to the staff and the EESAC committee. At both meetings team members were allowed to provide input. During the month of July, the PLST team participated in Synergy where strategic planning was done and Phase I and II of the SIP was completed. During the opening of school meeting, the first two phases of the SIP will be presented to staff and following that will be presented at the first EESAC meeting.

SIP Monitoring

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

Grade levels will meet weekly and review available data to make instructional decisions. The leadership team will meet to analyze and conduct data chats with teachers. After each phase of the SIP the PLST team will meet to evaluate the strategies being implemented and the available data. Changes will be made as needed on the SIP and new strategies will be added.

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	97%
2022-23 Economically Disadvantaged (FRL) Rate	97%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: A

*2022-23 school grades will serve as an informational baseline.	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	18	13	5	7	7	1	0	0	0	51	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	9	2	9	8	0	0	0	0	28	
Course failure in Math	0	10	1	2	5	2	0	0	0	20	
Level 1 on statewide ELA assessment	0	0	0	7	14	21	0	0	0	42	
Level 1 on statewide Math assessment	0	0	0	5	12	16	0	0	0	33	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	17	28	27	21	27	0	0	0	120	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	5	7	12	16	0	0	0	42

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	7	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	16	3	3	1	5	0	0	0	28	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	3	2	7	9	1	0	0	0	22	
Course failure in Math	0	1	2	2	7	1	0	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	4	14	11	0	0	0	29	
Level 1 on statewide Math assessment	0	0	0	0	11	7	0	0	0	18	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	3	23	21	13	0	0	0	64	

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	3	2	6	10	8	0	0	0	29

The number of students identified retained:

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	16	3	3	1	5	0	0	0	28	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	3	2	7	9	1	0	0	0	22	
Course failure in Math	0	1	2	2	7	1	0	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	4	14	11	0	0	0	29	
Level 1 on statewide Math assessment	0	0	0	0	11	7	0	0	0	18	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	3	23	21	13	0	0	0	64	

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	3	2	6	10	8	0	0	0	29

The number of students identified retained:

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

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*	61	60	53	66	62	56	59		
ELA Learning Gains				72			54		
ELA Lowest 25th Percentile				62			47		
Math Achievement*	72	66	59	71	58	50	60		
Math Learning Gains				72			34		
Math Lowest 25th Percentile				79			28		
Science Achievement*	51	58	54	59	64	59	39		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	66	63	59	50			62		

* 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	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	307
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	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	531
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	35	Yes	1	
ELL	57			
AMI				
ASN				
BLK				
HSP	61			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	62			

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	47			
ELL	62			
AMI				
ASN				
BLK				
HSP	66			
MUL				
PAC				
WHT				
FRL	65			

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	61			72			51					66
SWD	33			41							4	37
ELL	55			70			41				5	66
AMI												
ASN												
BLK												
HSP	60			72			50				5	67
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	61			73			48				5	63

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	66	72	62	71	72	79	59					50
SWD	32	47	50	42	53		50					52
ELL	60	69	60	68	69	74	44					50
AMI												
ASN												
BLK												
HSP	66	72	62	70	72	79	59					49
MUL												
PAC												
WHT												
FRL	62	72	68	68	70	75	57					48

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	59	54	47	60	34	28	39					62
SWD	26	18		40	18		27					43
ELL	48	50	42	57	33	31	33					62
AMI												
ASN												
BLK												
HSP	59	52	44	60	34	24	36					63
MUL												
PAC												
WHT												
FRL	56	52	47	58	33	28	37					64

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	61%	56%	5%	54%	7%
04	2023 - Spring	60%	58%	2%	58%	2%
03	2023 - Spring	47%	52%	-5%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	63%	63%	0%	59%	4%
04	2023 - Spring	72%	64%	8%	61%	11%
05	2023 - Spring	65%	58%	7%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	50%	-6%	51%	-7%

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.

When comparing 2021-2022 FSA data to 2022-2023 FAST data, the lowest performance area was in ELA. Data trends demonstrate that ELA has always been our lowest performing area. We believe that our greatest contributing factor is our large ELL demographics. In the past year, a significant influx of immigrants students have enrolled in our school and primarily in the fourth and fifth grade. These students are non-English speaking students which have difficulty with the FAST ELA assessment.

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

During the 2021-2022 school year, ELA students performed at a 66% proficiency compared to student proficiency of 63% in 2022-2023. A contributing factor to this proficiency decline is our student enrollment declining by 40 students from the previous year. Additionally, not having a reading coach, has significantly impacted collaborative planning across the grade levels.

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.

Our data component with the greatest gap compared to the state average was 3rd grade Reading. The state average was 64% proficient compared to our students who scored 63% a difference of 1%. Factors include a large ELL population, a decline in student enrollment, and not having a reading coach contributed to lack of consistency in collaborative planning.

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

Our Mathematics scores in all grade levels were above the state average. Data trends show Mathematics as being our strongest subject. Textbook and curriculum were better aligned to our pacing guides. Another factor that contributed to our scores was the implementation of tutoring before and after school tutoring for grades 3-5.

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

One area of concern is students being absent 10% or more days. During the 2022-2023 school year 51 students were absent more than 10% of school days in comparison to the prior year when only 28 students had 10% or more absences. Another area of concern is the number of students with a substantial deficiency where 120 are deficient during the 2023-2023 school year.

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

1. Improving ELA proficiency
2. Improving Science proficiency
3. Improving student attendance
4. Improving staff attendance
5. Improving student and parent satisfaction of our school

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

According to the 2022-2023 FAST PM 3 data, 63% of our students in grades 3-5 were proficient in ELA as compared to the 2021-2022 ELA proficiency data which was 66%. Based on the data and identified contributing factors of high number of ELL students and lack of collaborative planning. 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 data-driven decision making, ELA proficiency in grades 3-5 will increase by 3 percentage points as evidenced on the FAST PM 3 by June 2024.

Monitoring:

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

Ongoing data chats will be conducted to review progress monitoring data. Classroom walkthroughs will be conducted by administration to monitor ELA instruction. The Reading Coach will monitor ELA data and meet with teachers weekly during collaborative planning to make data-driven instructional decisions.

Person responsible for monitoring outcome:

Amor Reyes (pr5441@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.)

When teachers use data to make instructional decisions, instruction will be targeted and individual student needs will be met. If teachers are making data-driven decisions and instruction is targeted, ELA proficiency will increase.

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.

August 14 - September 29: Teachers will identify Tier 2 and Tier 3 students based on the FAST PM 3 data. As a result, an intervention schedule will be developed to provide reading interventions.

Person Responsible: Lizette Blanco (lizetteblanco@dadeschools.net)

By When: September 29, 2023

August 14 - September 29: Weekly collaborative planning schedule will be developed. As a result, teachers will plan collaboratively with the reading coach each week.

Person Responsible: Iris Martell (imartell@dadeschools.net)

By When: September 29, 2023

August 14 - September 29: Teachers will analyze FAST PM 3 data. As a result, teachers will be able to create differentiated instruction groups to meet the needs of all learners.

Person Responsible: Iris Martell (imartell@dadeschools.net)

By When: September 29, 2023

#2. 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 Statewide Science Assessment, 44% of students were proficient in 5th grade Science as compared to our 2021-2022 Science proficiency data of 60%. This demonstrates a decrease of 16 percentage points in the area of Science. Based on the data and identified contributing factors of high number of ELL students and lack of consistent instruction of Science in the primary grades. We will implement the Targeted Element of Science.

Measurable Outcome:

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

With the implementation of Activating Prior Knowledge, Science proficiency in grade 5 will increase five percentage points as evidenced on Statewide Science Assessment by June 2024.

Monitoring:

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

Topic assessment data will be monitored by teachers and administration to ensure mastery of science instruction.

Person responsible for monitoring outcome:

Amor Reyes (pr5441@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.)

When teachers use data to make instructional decisions, instruction will be targeted and individual student needs will be met. If teachers are making data-driven decisions and instruction is targeted, Science proficiency will increase.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Activating Prior Knowledge is a process that helps students make connections between new information and information they already know. Students who already know something about a topic—perhaps from prior experiences at home or at school—often find it easier to understand related material and to gain new information because they can anticipate what they will encounter in their reading and relate those new ideas to what they already know.

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.

August 15, 2023: During the district mandatory professional learning day, teachers across all grades will analyze standards tested in each grade level. As a result, primary teachers will be able to recognize that Science must be taught with fidelity in all grade levels.

Person Responsible: Denise Alfaro (dalfaro1@dadeschools.net)

By When: September 1, 2023

August 15, 2023: During the district mandatory professional development day, the Science Liaison will review the teacher essential lab manual. As a result, all science classes will conduct at least one essential lab per topic.

Person Responsible: Denise Alfaro (dalfaro1@dadeschools.net)

By When: September 29, 2023

August 14, 2023 - September 29, 2023: By September 4th grades 3 and 4 will complete the Science pre-test and grade 5 will complete the District Science Baseline assessment. As a result, teachers will be able to analyze this data to identify the lowest performance areas of the first grading period.

Person Responsible: Lizette Blanco (lizetteblanco@dadeschools.net)

By When: September 29, 2023

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

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

According to the PowerBi dashboard, students with 10 or more absences increased to 40% during the 2022-2023 from 34% in 2021-2022. Based on the data and the identified contributing factors of lack of parent knowledge on attendance compliance and parental choice of keeping students home for non-emergency/medical reasons, we will implement the Targeted Element of Attendance Initiatives.

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, students with 10 or more absences will decrease by three percentage points as evidenced on the daily attendance bulletin by June 2024.

Monitoring:

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

Homeroom teachers will monitor student attendance and refer to counselor after 3 absences. The counselor will meet with the student and contact parent. After 7 absences, the student will be referred to the Attendance Review Committee.

Person responsible for monitoring outcome:

Lizette Blanco (lizetteblanco@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.)

By implementing Student Attendance Initiatives, students will be motivated to attend school daily and student attendance will increase.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

August 14, 2023 - September 29, 2023: Teacher will review the attendance bulletin daily. As a result, after 2 unexcused absences the teacher will contact the parent to inquire about the absence.

Person Responsible: Lizette Blanco (lizetteblanco@dadeschools.net)

By When: September 29, 2023

August 14, 2023 - September 29, 2023: After 3 unexcused absences, the teacher will refer the student to the counselor. As a result, the counselor will meet with the student and parent to discuss importance of school attendance.

Person Responsible: Lizette Blanco (lizetteblanco@dadeschools.net)

By When: September 29, 2023

August 14, 2023 - September 29, 2023: During Meet and Greet, parents will be provided a copy of the district attendance policy. As a result, parents will be informed of the district's attendance expectations.

Person Responsible: Lizette Blanco (lizetteblanco@dadeschools.net)

By When: September 29, 2023

#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 2022-2023 Student School Climate Survey, only 47% of students strongly agree they like coming to our school. Based on the data and identified contributing factors that only 40% of students think teachers making learning fun and interesting, we will implement the Targeted Element of Other (Motivating Students).

Measurable Outcome:

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

With the implementation of Celebrating Success, our percent of students that want to come to school will increase by 5% as evidenced on the 2024 Student School Climate Survey.

Monitoring:

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

The attendance bulletin will be monitored to identify students with excessive absences and the counselor will meet with them to discuss any ongoing issues preventing them from attending school. The midyear School Climate Survey will be monitored to ensure effectiveness of strategies being implemented.

Person responsible for monitoring outcome:

Lizette Blanco (lizetteblanco@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.)

If students are recognized and highlighted, they will be more motivated to like coming to school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

August 14, 2023 - September 29, 2023: All students that completed their summer reading assignment will be identified. As a result, these students will be celebrated in the media center with a special activity.

Person Responsible: Iris Martell (imartell@dadeschools.net)

By When: September 29, 2023

August 14, 2023 - September 29, 2023: i-Ready data will be monitored monthly to recognize classes in which every student met their minimum time on task. As a result, classes will be recognized via the school marque.

Person Responsible: Iris Martell (imartell@dadeschools.net)

By When: September 29, 2023

August 14, 2023 - September 29, 2023: Each teacher will identify one student per month as Student of the Month as it relates to the core value of the month. As a results, students will be recognized in a ceremony and be provided with a tangible reward.

Person Responsible: Lizette Blanco (lizetteblanco@dadeschools.net)

By When: September 29, 2023

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

Based on the PM3 STAR data for the 2022-2023 school year, the number of students scoring below the 40th percentile in kindergarten were 33%, 44% in 1st grade and 40% in 2nd grade. Based on the data, students' readiness level to master grade level standards in ELA are impacted.

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

Based on the PM3 FAST data for the 2022-2023 school year, the number of students scoring below Level 3 were 53% in 3rd grade, 36% in 4th grade and 34% in 5th grade. Based on the data, students' readiness level to master grade level standards in ELA are impacted.

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

At least 3% of K-2 students demonstrating a lack of proficiency, will exhibit growth in ELA, as evidenced by growth monitoring assessments and i-Ready data during the 2023-2024 school year. A focus will be placed on Standards-Based Collaborative Planning to address this critical need.

Grades 3-5 Measurable Outcomes

At least 5% of grades 3-5 students demonstrating a lack of proficiency will exhibit growth in ELA, as evidenced by growth monitoring assessments and i-Ready data. A focus will be placed on Standards-Based Collaborative Planning to address this critical need.

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.

Student proficiency will be monitored by the use of weekly formal and informal assessments, progress monitoring assessments, and i-Ready assessments.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Martell, Iris, imartell@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?

In an effort to address the students' lack of proficiency, resources, including the Reading Horizons Intervention Program, McGraw-Hill ELA materials, and iReady path and assigned lessons, students will be exposed to numerous resources that will effectively prepare them for related growth monitoring assessments.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Standards-Based Collaborative Planning will be implemented across all grade levels to improve collaboration among teachers and promote learning. Through the use of McGraw-Hill's weekly progress monitoring assessments, Reading Horizon's quarterly assessments, growth monitoring assessments, and i-Ready assessments, student growth percentages will be monitored in compliance with B.E.S.T. practices and state standards.

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
Beginning on August 28, 2023, weekly collaborative planning sessions will begin to take place to streamline instruction and ensure teaching practices are aligned with the standards. Data chats will be held with teachers during collaborative planning to group students and lessons will be planned to meet the individual needs of all learners. As a result, teachers will have a better understanding of their student's needs and will more accurately group students for Differentiated Instruction.	Martell, Iris, imartell@dadeschools.net
Between September 5, 2023 and September 29, 2023, school-wide data trackers will be utilized to monitor student progress. The Reading Coach will help by providing support to new teachers on data analysis and differentiated instruction. As a result, teachers will be able to monitor student growth and make applicable adjustments in the grouping.	Martell, Iris, imartell@dadeschools.net
Between September 5, 2023 and September 29, 2023, students will track their own progress on specific learning goals and core subject assessments. Teachers will help students interpret their scores and develop strategies to help improve their future percentages. As a result, students will demonstrate growth by the second round of assessments in the winter.	Blanco, Lizette, lizetteblanco@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 can be accessed on our school website. Additional copies are available in the main office at the front counter. Additional copies are also available in the parent resource center for parents and all stakeholders. During EESAC meetings the SIP reviewed and made available for parents to receive a copy.

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))

A Family Engagement Plan is developed with the assistance of the EESAC committee and parent input. An electronic copy of the Family Engagement Plan is posted on our school website. Furthermore, printed copies are available in the main office and the parent resource center. During our Title I orientation meeting, the plan is reviewed and copies are provided to parents that attend.

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)

In order to target our Instructional Practices of ELA and Science, students will be identified for Tier 2 and Tier 3 interventions and they will be provided by classroom teachers. Targeted students will be invited to participate in before school and afterschool tutoring sessions that focus on ELA and Math. Students will participate in STEAM activities to reinforce Science standards. Students will be challenged by participating in Cambridge Global Perspective activities that will provide enrichment for all students.

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